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ABSTRACT

The materials included in this document supporting library instruction are divided into two chapters. The first chapter contains bibliographies of instructional materials, professional periodicals, general reference tools, and religious reference tools. Throughout the bibliographies, the approximate cost of the materials is indicated by dollar signs--i.e., one signifying about $25, two $50, three $75, and four $100. The most appropriate grade level is shown if a material's use is to be directed to elementary (E), middle or junior high (J), or senior high school (S). None of the included lists or bibliographies is complete. It is expected that libraries using this guide will add, delete, and change materials to suit their own needs. The second chapter includes sample pages from instructional materials on: (1) bibliographic format; (2) the card catalog; (3) Dewey classification; (4) encyclopedias; (5) dictionary guide words; (6) magazines and "The Reader's Guide"; (7) maps and charts; (8) parts of the book; (9) reference tools; (10) reference sources and strategies; (11) book reports; (12) assignments; and (13) activities for high school students. Appendixes include an author almanac (birthdates of authors); a glossary of 126 library terms that students should know; and a reprint of "Key in to Life," a scope and sequencing of recommended library competencies produced in 1985 by the School Library Media Division of the Arizona State Library Association. A subject index is included. (SD)

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INTRODUCTION

Although the term "knowledge is power" is commonly used, it is the means of accessing this knowledge that gives people power. Toward that end, the goal of the school library media program is to ensure that each student acquires skills necessary to become an independent learner, an independent searcher. Therefore, the School Library Media Division (SLMD) of Arizona State Library Association (ASLA) produced in 1985 a document called "Key in to Life" which provided recommended goals and objectives for minimum library competencies, grades K-12.

The need for this document was demonstrated by the rationale of "Guidelines for School Library Media Program" (published by SLMD almost a decade ago). Of the five aspects of the effective school library media program, it lists instruction as the first need -- "instruction involving visual, tactile, and aural media to help the student develop the necessary skills to become self-reliant and critical in the use of various types of information resources." Good library media programs teach students the skills necessary in finding, evaluating, and applying information to help them function effectively as individuals.

"Key in to Life" was greeted by Arizona librarians with such enthusiasm that the committee responsible for the library competencies decided to expand the document through materials that would enhance the instructional process.

The support materials compiled for this purpose have been divided into two chapters: bibliographies of instruction materials and suggested reference tools; and sample pages of instructional materials. Appendices provide author almanac (birthdates of authors), a glossary of library terms that students should learn, and a reprinting of the original scope and sequence of library competencies, "Key in to Life".

Throughout the bibliographies, the approximate cost of materials is indicated by dollar signs, one signifying about $25, two $50, three $75, and four $100.

Most appropriate grade levels are shown if a material's use is directed to elementary (E), middle or junior high (J), or senior high school (S).

None of the included lists, bibliographies, etc. are complete. It is expected that the libraries using Achieving Excellence in Library Instruction will add/change/delete to suit their own needs.

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CHAPTER ONE

BIBLIOGRAPHIES

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RECOMMENDED INSTRUCTIONAL TOOLS

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APPLEWORKS. Apple Computer Inc., 1983 $$ - $$$

Probably the most useful computer program, this combination data base, word processor, and spread sheet allows librarians to set up their own programs--useful as a management tool as well as for generating lessons. The price varies considerably; purchasers should look for discounts. APPLEWORKS 2.0 is now available for purchase for $50 with old program trade-in. Authorized Apple dealers have trade-in card.

Arizzi, Mavis. THINKING ABOUT AMERICAN HISTORY. O'Fallon, Mo.: Book Lures, 1985. $

Reading, writing, decision-making, and problem-solving activities based on the best in U. S. historical fiction. EJ*

Aten, Jerry. PRIME TIME LIFE SKILLS. Carthage, Il,: Good Apple, 1983 $

Reproducible activity sheets cover a variety of library areas. EJ*

Bannister, Barbara Farley. LIBRARY MEDIA CENTER ACTIVITIES FOR EVERY MONTH OF THE SCHOOL YEAR. West Nyack, NY: Center for Applied Research in Education, 1986. $

Reproducible activity sheets center around events or dates occurring from September through June. A schematic for each month tells which activity sheets teach the various skills. Suggested grade level for each sheet; useful for both librarians and classroom teacher. EJ*

Bannister, Barbara. STUDENT DETECTIVE. Selma, Or.: Quail Ridge Educational Media, 1983. $

Reproducible worksheets can be used as contest or classroom activities. Students will be challenged to use the almanac, encyclopedias, atlases, dictionaries, JUNIOR BOOK OF AUTHORS, Bartlett's, card catalog, and FAMOUS FIRST FACTS to solve the mysteries. Grades 5-8. *

BASIC DICTIONARY SKILLS. St. Louis: Milliken Publishing, 1971. $

These duplicating masters are suitable for junior and senior high.

BASIC LIBRARY SKILLS. St. Louis: Milliken Publishing, 1971. $

These duplicating masters are suitable for junior and senior high.

Beck, Margaret V. and Vera M. Carney. LIBRARY SKILLS. Minneapolis: T. S. Dennison & Co. $$

This series of three hardback teacher's guides and consumable workbooks (currently in the process of revision) provides a very basic and traditional approach with large, clear graphics. Available through Highsmith. EJ*
BOOK FOUR is by Marion L. Welken.

Bell, Irene Wood and Jeanne E. Wiechert. BASIC MEDIA SKILLS THROUGH GAMES. Berkeley Heights, NJ: Library Learning Resources, 1979. $

This describes games and other activities to teach media skills for grades K-6.*

Burda, Margaret, AMAZING STATES. Carthage, IL: Good Apple, Inc., 1984. $
Reproducible sheets center around American geography. EJ*

CROSSWORD MAGIC. L & S Computerware, 1985. $$.
Available from many distributors, this program (for a variety of types of computers) is very useful for generating your own skill lessons. EJH

Crow, Sherry R. DEWEY DYNAMITE. O'Fallon, MO: Book Lures, 1987. $.
A balance of creative and research skills activities are presented for each Dewey discipline. EJ

CURRICULUM GUIDE FOR THE TEACHING OF MEDIA SKILLS, K-12. Oklahoma Curriculum Improvement Commission, Oklahoma State Department of Education, Library and Learning Resources Section. (Oliver Hodge Memorial Education Building, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105)
This not only includes recommended competencies but also many lessons for library skill instruction. Focus is primarily on the elementary level.

Edwards, Candy. THE REFERENCE POINT. Nashville, TN: Incentive Publications, 1983. $.
Centers, games, and activities for using various reference sources include such reference skills as key words, guide words, and indexing. EJ.

ELEMENTARY SKILLS FACTORY. Library Bureau of Investigation, 1985. $$.
Similar to SKILLSMASTER in that it allows the librarian to generate lessons specific to a library, this adds the Guinness book to the reference tools and crossword puzzles as a way to set up the activities and includes book spine activities. Distributed by a variety of vendors.

Elsesser, Sarah M. THE LIBRARY SKILLS INDIVIDUALIZED LEARNING CENTER. Minneapolis, MN: T. S. Denison, 1981. $.
Reproducible activity sheets can be used to build separate instructional centers. EJ*

FUN IN FINDING FACTS AND WORKING WITH FACTS. Cleveland, OH: World Almanac Education Division $.
Each of these workbooks is inexpensive and designed to be consumable; all contain several pages of similar exercises in the use of the almanac. JS

Hackman, Mary H. LIBRARY MEDIA SKILLS AND THE SENIOR HIGH SCHOOL ENGLISH PROGRAM. Littleton, CO: Libraries Unlimited, 1985. $.
A philosophy of the school library media center is followed by sample scope and sequence with accompanying media activities for the secondary level.

Haglund, Elaine and Marcia L. Harris. ON THIS DAY. Littleton, CO: Libraries Unlimited, 1983. $$.
About half of this large book is composed of a rather complete almanac of special weeks, memorable firsts, etc. Other sections include task cards, monthly word search puzzles, notable personalities. Useful as a source book for producing skill activities. EJS

Hahn, Jane E. and Virginia T. Mealy. THE MONSTER RESEARCH BOOK. O'Fallon, MO: Book Lures, 1980. $.
The monster theme introduces the use of the dictionary, atlas, encyclopedia, almanac, and other information sources as students learn about movie, mythical, and legendary monsters. EJ*

Hale, Robert, et. al. GUIDE TO SCHOOL LIBRARY MEDIA PROGRAMS. Connecticut State Board of Education (165 Capitol Avenue, Hartford, CT 06106)
Objectives of the school media program and a taxonomy of library media activities make this 70-page pamphlet highly useful. A 1984 supplement (INSTRUCTION IN LIBRARY MEDIA SKILLS) to this 1982 document provides competencies and activities for instruction.

Hall, Nancy M. and Ruth V. Snoddon. GUIDED RESEARCH DISCOVERY UNITS. West Nyack NY: Center for Applied Research in Education, 1983. $.
Each of the six units in this series is organized around an interest area such as animals, space science, fascinating people, etc. From this, students can produce a research unit using a completely guided format. Reproducible. Covers ages 9-14.

Hart, Thomas L. INSTRUCTION IN SCHOOL LIBRARY MEDIA CENTER USE (K-12). Chicago, IL: American Library Association, 1985. $.
This index to hundreds of instructional activities, games, tests, instructional strategies, etc. is designed to bring together many concepts that will assist the librarian in presenting creative and innovative library media center instructional activities. EJS

Hebblewhite, Jan. LIBRARY SKILLS 'N DRILLS. Selma, OR : Quail Ridge Educational Media, 1983. $.
This activity book covers a variety of skills and reference books. Companion volumes are MORE LIBRARY SKILLS 'N DRILLS, REFERENCE SKILLS 'N DRILLS, and MORE REFERENCE SKILLS 'N DRILLS. Very inexpensive. EJ*

Horn, Suzanne. HOW MANY BONES IN A BEAR? O'Fallon, MO: Book Lures, 1984. $.
First research projects based on primary pictures require the use of the encyclopedia to complete. E

I CAN WRITE AN OUTLINE (kit). Pleasantville, NY: Sunburst Communications. $$.
Sound filmstrip with reproducible worksheets is designed to teach students how to select and logically organize report material. Middle grades.

Jay, Hilda L. STIMULATING STUDENT SEARCH. Hamden, CT: Shoe String Press. 1983 $.
Information regarding reference work includes strategies of preparation and library skill learning with approximately half the book devoted to search projects and activities. Secondary level.

Karpisek, Marian E. MAKING SELF-INSTRUCTION KITS FOR LIBRARY SKILLS. Chicago, IL: American Library Association, 1982. $.
The author shows how to make self-instruction programs customized to a specific library media center. EJ*

Kuhlthau, Carol Collier. SCHOOL LIBRARIAN'S GRADE-BY-GRADE ACTIVITIES PROGRAM. West Nyack, NY: Center for Applied Research in Education, 1981. $.
This complete sequential skills plan for grade K-8 includes fairly compete lesson plans. (Lessons tend to be fairly difficult for the indicated grade level; librarians may wish to adapt for specific schools.)

Kuhlthau, Carol Collier. TEACHING THE LIBRARY RESEARCH PROCESS. West Nyack, NY: Center for Applied Research in Education. 1985. $.
A detailed description of seven stages of the library research process includes practical activities and worksheets to help students succeed. Secondary level. *

Laughlin, Mildred Knight and Letty S. Watt. DEVELOPING LEARNING SKILLS THROUGH CHILDREN'S LITERATURE. Phoenix, AZ: Oryx Press, 1986, $.
This idea book for K-5 classrooms and libraries shows many ways that librarians and/or teachers can use good literature to reinforce skills and concepts of the classroom .

Lettow, Lucille, et al. ICCA THINK BOOK. Iowa Children's Choice Award Committee of the Iowa Educational Media Association (dist. Mary Lou McGrew, 737 34th Street N.E., Cedar Rapids, IA 52402). 1986 $.
Critical and creative thinking questions for twenty books winning this Iowa award are prefaced by "Generic Activities Applicable To Most Books" Middle grades and junior high. *

Lewis, Marguerite. HOOKED ON READING! West Nyack, NY: Center for Applied Research in Education, 1986. $.
Reproducible wordsearch and crossword puzzles are based on the Newbery and Caldecott Award winners. E

Lewis, Marguerite. HOOKED ON READING! West Nyack, NY: Center for Applied Research in Education, 1984. $.
Ready-to-use projects and crossword puzzles are on a variety of topics for practice in basic library skills. Research topics are presented in a question format and may be easily adapted for students at varying levels of ability. Reproducible. Adaptable to secondary level. JS*

LIBRARY MEDIA GUIDE FOR VERMONT SCHOOLS. Vermont State Department of Education, Division of Federal Assistance. (Montpelier, VT 05602) $.
Lists of recommended library skill competencies are accompanied by sample activities for use with students. EJ

LIBRARY SKILLS FOR PRIMARY GRADES. St. Louis, MO: Milliken Publishing, 1971. $
These duplicating masters are adaptable for junior and senior high use.

LIBRARY SKILLS TESTS. Logan, IA: Perfection Form Company, n.d. $
These duplicating masters are adaptable for junior and senior high use.

Mallet, Jerry J. BOOK BAFFLERS. West Nyack, NY: Center for Applied Research in Education, 1982. $.
Activity sheets are on books commonly used in the library. EJ*

Mallett, Jerry and Marian Bartch. ELEMENTARY SCHOOL LIBRARY RESOURCES KIT. West Nyack, NY: Center for Applied Research in Education, 1984. $
Newsletter ideas, puzzles and games for skills, and reading incentives are reproducible. EJ*

Mallett, Jerry J. LIBRARY SKILLS ACTIVITIES KIT. West Nyack, NY: Center for Applied Research in Education, 1981. $.
Reproducible games, activities sheets, and other interest rousers for the elementary school library are accompanied by bulletin board ideas. EJ*

Margrabe, Mary. THE "NOW" LIBRARY MEDIA CENTER. Washington, DC: Acropolis, 1975. $.
A wide variety of learning stations are for all types of library media instruction in elementary school.*

Mealy, Virginia. SUPER SEVEN NEWBERY ACTIVITIES. O'Fallon, MO: Book Lures, 1983. $.
These activity sheets are for seven Newbery winners. Author also wrote CHRISTMAS IN THE LIBRARY, activities that explore the literature and customs of Christmas and Hanukkah. EJ

Meinbach, Anita Meyer and Liz Rothlein. UNLOCKING THE SECRETS OF RESEARCH. Glenview, IL: Scott Forsman & Co., 1986. $.
These reproducible activity sheets for a variety of reference tools are recommended for grades 5-8 but are also useful for older students. Available from Teaching Tools and Zephyr Press (Tucson).*

Minn, Loretta. RHYMES, RIDDLES AND RESEARCH. Carthage, IL.: Good Apple, 1981. $.
These activities for using dictionaries and encyclopedias usually have messages that students can decode if they have the correct answers. E

Nordling, Jo Anne. DEAR FACULTY; A DISCOVERY METHOD GUIDEBOOK TO THE HIGH SCHOOL LIBRARY. Westwood, MA: F. W. Faxon, 1976. $.
This excellent source includes a series of curriculum-related projects covering major reference sources with work sheets that can be adapted or used as a source of ideas. The "teacher memos" also provide good ideas for communicating with faculty. Can be ordered from Highsmith. JS*

Polette, Nancy, ed. THE BOOK REPORT BOOK FOR PRIMARY GRADES. O'Fallon, MO: Book Lures, 1979. $
Student-book sharing activities are for grades K-3. Older students may benefit from HIGHER ORDER THINKING WITH YA NOVELS by the same author.

Polette, Nancy. THE RESEARCH ALMANAC. O'Fallon, MO: Book Lures, 1985 $
Short but interesting research projects/activities for every day of the school year from September to May are based on events of historical importance. Reproducible. Designed for elementary but adaptable for secondary.

Polette, Nancy. THE RESEARCH BOOK FOR GIFTED PROGRAMS. O'Fallon, MO: Book Lures, 1984. $.
Sections on critical thinking skills precede reproducible research activities for grades K-8.* Other Polette titles are THE RESEARCH PROJECT BOOK, THINKING SKILLS WITH FAIRY TALES, DISCOVERY, and FIRST RESEARCH PROJECTS K-3.

REFERENCE TOLLS AND STUDY SKILLS. St Louis, MO: Milliken Publishing, 1971. $.
These duplicating masters are suitable for junior and senior high.

Reid, William. LITERARY REPORT FORMS. Box 658, Portland, ME: 04104: J. Weston Walch, Publishers. $.
Twenty-eight pages of extremely good book report forms organized by genre are designed for secondary students but useful for gifted junior high classes.

Schwartz, Linda. POETRY PARTY. Santa Barbara, CA: The Learning Works, 1981 $.
This activity book gives examples of many different kinds of poetry plus suggestions about how students may write their own. EJ

Schwartz, Linda. SEARCH AND RESEARCH. Santa Barbara, CA: The Learning Works, 1984. $.
Reproducible activity sheets encourage encyclopedia use. EJ*

Schwartz, Linda. STUDY SKILLS SHORTCAKE. Santa Barbara, CA: The Learning Works, 1979. $.
This reproducible activity book for the middle grades involves the use of dictionary, encyclopedia, thesaurus, maps, charts, graphs, etc. and covers such skills as guide words, entry words, cross-reference, index, table of contents, etc.*

Schwartz, Linda. TRIVIA TRACKDOWN. Santa Barbara, CA: The Learning Works, 1986. $.
Set of four books of reference questions are on the subjects of ANIMALS & SCIENCE, COMMUNICATION & TRANSPORTATION, SPORTS & SPACE, and SOCIAL STUDIES & FAMOUS PEOPLE. EJ*

Seaver, Alice R. LIBRARY MEDIA SKILLS: STRATEGIES FOR INSTRUCTING PRIMARY STUDENTS. Littleton, CO: Libraries Unlimited, 1984. #
Designed for use in cooperation with the classroom teacher, this book describes the instructional process and contains practical suggestions for activities appropriate to young students. Not reproducible.

SECONDARY SKILLS FACTORY. Library Bureau of Investigation, 1985. $$.
Similar to elementary edition, this differs only in reference and use of READER'S GUIDE acitivites.

SKILLSMAKER. Follett Software Company, 1985. $$
Using this computer program, the librarian can generate six kinds of lessons through editing to make lessons representative of a specific library. It focuses on location skills, reference searches (encyclopedia, atlas, almanac, and dictionary) and use of the READERS' GUIDE. Elementary librarians can trade in one of the disks to obtain the ABRIDGED READERS' GUIDE version. EJS.

Spellman, Linda. BOOK REPORT BACKPACK. Santa Barbara, CA: The Learning Works, 1980. $
Reproducible book report forms based on genre as well as book report activities are included. EJ*

STACKS OF IDEAS; ACTIVITIES FOR LIBRARY MEDIA CENTER AND CLASSROOM K-12. See CURRICULUM GUIDE FOR THE TEACHING OF MEDIA SKILLS, K-12.

TOMES AND TALISMANS: LIBRARY VENTURE. Mississippi Educational Television.
This educational television course is available through the statewide consortium, ASSET. A library skills series of thirteen programs is presented as a dramatic science fiction serial. Each program defines, illustrates, and reviews specific library/research concepts. Middle grades.

Toor, Ruth and Hilda K. Weisburg, 66 MEDIA SKILLS PUZZLERS. Berkeley Heights, NJ: Library Learning Resources, 1984. $.
Collection of 66 reproducible puzzlers that teach, reinforce, stimulate and pique the interest of students in grades 2-10 are relevant to either curricular or recreational interest.*

Toor, Ruth and Hilda K. Weisburg. SHARKS, SHIPS AND POTATO CHIPS: CURRICULUM INTEGRATED LIBRARY INSTRUCTION. Berkeley Heights, NJ: Library Learning Resources, Inc., 1986. $.
Eight themes commonly taught in grades K-8 (animals, weather, inventors, etc.) are each supported by ideas for decorating the library, bulletin boards and bookmarks, reading activities, teaching units, art activities, and individual activity sheets.*

USING THE ENCYCLOPEDIA (kit). Pleasantville, NY: Sunburst Communications. $$.
The first six folders of activities introduce skills (guide words, cross-reference, heading, etc.); the remainder of the folders review skills while students look up information about specific people, animals, sports, and other topics in WORLD BOOK ENCYCLOPEDIA. E.

Van Vliet, Lucille W. MEDIA SKILLS FOR MIDDLE SCHOOLS; STRATEGIES FOR LIBRARY MEDIA SPECIALISTS AND TEACHERS. Littleton, CO: Libraries Unlimited, 1984. $.
In an emphasis on librarian/teacher cooperation, this provides lessons for sixth, seventh, and eighth graders. Not reproducible.

Walker, H. Thomas and Paula Kay Montgomery. TEACHING LIBRARY SKILLS. Littleton, CO: Libraries Unlimited, 1983. $.
Designed for elementary and middle school, this provides useful information about establishing objectives, determining methods of instruction, and implementing a library media skills program.*

Walsh, Patricia M. and Hans van der Giessen. RESEARCH IN PRACTICE. Redding Ridge, CT: Professional Services Publishing, 1983. $.
Student workbook is divided into 4 sections: (1) nature of card catalog and bibliography; (2) access to periodical information, microforms, and government documents; (3) use of reference materials; and (4) topic selection, search strategy and documentation. Designed for college and secondary but also adaptable for junior high.*

Weichert, Jeanne E. and Irene Wood Bell. MEDIA/CLASSROOM SKILLS: GAMES FOR THE MIDDLE SCHOOLS. Berkeley Heights, NJ: Library Learning Resources, 1980. $.
Children learn to use media with games about the card catalog, Dewey, etc.

Weisburg, Hilda K. and Ruth Toor. ELEMENTARY SCHOOL LIBRARIAN'S ALMANAC. West Nyack, NY: Center for Applied Research in Education, 1979. $.
A media program for every month of the school year includes bulletin board ideas, art activities, teaching units, storytelling ideas and professional activities for each month.

Weisburg, Hilda K. and Ruth Toor. TEACHER'S PORTFOLIO OF LIBRARY SKILLS LESSONS & ACTIVITIES. West Nyack, NY: Center For Applied Research In Education, 1985. $.
Sequential program of library skills in grades K-9 includes ready-to-use lessons and reproducible activities for teaching and reinforcing each skill.*

Welken, Marion L. LIBRARY SKILLS, BOOK FOUR. Minneapolis, MN: T. S. Denison & Co. $.
See the entry under Beck.

WORLD ALMANAC STUDY SKILLS PROGRAM. Cleveland, OH: Newspaper Enterprise Association, 1983. $ - $$$.
A carefully organized and sequential instructional system teaches students how to locate and use information. Program includes twelve workbooks at each of four achievement levels. Excellent but can become quite expensive since workbooks are considered consumable, not reproducible. EJS

Zakalik, Leslie. STUDY SKILLS SORCERY. Santa Barbara, CA: The Learning Works, 1978. $.
Reproducible worksheets for research skills such as reading maps, charts, graphs, time lines cover use of almanac, atlas, dictionary, encyclopedia, newspaper, and thesaurus. Middle grades.*

Zlotnick, Barbara Bradley. READY FOR REFERENCE: MEDIA SKILLS FOR INTERMEDIATE STUDENTS. Littleton, CO: Libraries Unlimited, 1984. $.
This focus on the cooperative effort required in planning and implementing a library media skills program suggests teaching roles for both librarian and teacher. Practical suggestions and sample activities are provided in all subject areas.

RECOMMENDED PROFESSIONAL PERIODICALS

This bibliography makes no effort to list all of the periodicals which might be useful to school librarians. Its focus is library skills -- many other journals need to be consulted for aid in selection and library management. All of these periodicals may be ordered through the major jobbers in the field. Prices are subject to change at any time; as of January 1987 they range from $27.00 to $51.00.

THE BOOK REPORT. Linworth Publishing Company, $$.
Published five times per school year in September, November, January, March and May. Many issues have a Theme Section which focuses on one aspect of library teaching. JS

MEDIA & METHODS. American Society of Educators, $.
Nine times a year. Of particular interest to those working intensively with media. Often includes study guides to current popular mass media productions. JS.

SCHOOL LIBRARIAN'S WORKSHOP. Library Learning Resources, $$.
Monthly except July and August, 16 pages, 3-hole punched. Every issue includes at least one pencil game, bulletin board idea, problem discussion and retrospective bibliography. Many of these features are later included in the books by the editors, Hilda Weisburg and Ruth Toor. EJ.

SCHOOL LIBRARY JOURNAL. R. R. Bowker, $$
Monthly during school year. Better known for its use as a selection aid, this journal does occasionally have valuable articles concerning the teaching of library skills. EJS.

SCHOOL LIBRARY MEDIA ACTIVITIES MONTHLY. LMS Associates, $$.
Monthly September - June. Every issue provides an Activities Almanac, listing dates and special events around which library media activities can be built. There are usually 6-8 detailed activities in lesson-plan format with reproducible teaching aids. EJ.

SCHOOL LIBRARY MEDIA QUARTERLY. American Association of School Librarians, $ to members of AASL.
Useful articles about current trends in school librarianship and the teaching of skills in relation to the curriculum. EJS.

GENERALITIES

ACADEMIC AMERICAN ENCYCLOPEDIA. Grolier, annual, $$$.
Geared to informational needs of students at high school and college levels. JS.

BIT BY BIT, Stan Augarten. Ticknor & Fields, 1984, $$.
Illustrated history of computer.

BOOK OF LISTS, Amy Wallace, 3v. Bantam, 1983 most recent, $.
A wide range of subjects important and trivial, some of which may be controversial.

BOOK OF PREDICTIONS, David Wallechinsky, et al. Morrow, 1980, $.
Prophecies and forecasts of aspects of human endeavor from psychics and specialists, colorful personalities, and diverse sources.

BROWSER'S BOOK OF BEGINNINGS, Charles Pantai. Houghton, 1984, $.
Origins of almost everything.

COLLIER'S ENCYCLOPEDIA. Macmillan, annual, $$$$.
General encyclopedia with well balanced, current coverage. One of the best in terms of accuracy. JS.

COMPTONS ENCYCLOPEDIA AND FACT-INDEX. Compton, annual, $$$.
Designed for young adults, ages 9 through 18, with emphasis on practical and curriculum-related information; indexed in each volume. EJS.

COMPUTER'S ENCYCLOPEDIA SERIES. Arrays, 1984, $$$.
Multivolume set of paperbacks on wide range of microcumputers from different companies.

EDITORIAL RESEARCH REPORTS. Congressional Quarterly, annual subscription, $$$.
Weekly reports of newsworthy happenings with background, statistics, and forecasting; sent weekly and in semi-annual bound volumes.

ENCYCLOPAEDIA BRITANNICA. Encyclopaedia Britannica, annual, $$$$.
In three parts (over 30 volumes), allows ready reference in micropaedia and more in-depth material in macropaedia; also index.

ENCYCLOPEDIA AMERICANA. Americana, annual, $$$$.
Suitable for junior and senior high students with practical rather than historical or theoretical aspects of subjects stressed. JS.

ENCYCLOPEDIA OF MONSTERS, Daniel Cohen. Dodd, 1982, $.
Brief articles on many monsters with line drawings.

FACTS ON FILE. Facts on File, annual subscription, $$$.
Weekly news digest of international scope.

FAMOUS FIRST FACTS, Joseph Nathan Kane. Wilson, 1981, $$.
The firsts for almost everything in America with indices for years, days of the month, personal names, subject, and geographical location. EJS.

GUINESS BOOK OF WORLD RECORDS. Bantam, annual, $
Superlatives of the natural and human worlds arranged by topic; detailed by subject index. EJS.

KALEIDESCOPE. ABC-CLIO, subscription, $$$.
Two-drawer file cabinets for 5X7 cards, issued bi-weekly; current data about nations and organizations with teacher's guide and librarian's notes.

LET'S DISCOVER LIBRARY, 16v. Raintree, 1981, $$$.
A beginning reference set for the primary grades with each volume focused on a different subject; separate index volume. E

LINCOLN LIBRARY OF ESSENTIAL INFORMATION, 2v. Frontier Press, $$$.
A non-alphabetical collection of information, revised with each printing materials grouped by subject in compact form. JS

MAKING OF THE MICRO, Christopher Evans. Van Nostrand Reinhold, 1981, $$.
History of computers.

MERIT STUDENTS ENCYCLOPEDIA. Macmillan, annual, $$$.
Designed for fifth grade level through secondary school with articles written primarily at the grade level at which subject is taught. EJS

NEW BOOK OF KNOWLEDGE. Grolier, annual, $$$.
Juvenile encyclopedia (ages 7-14) also useful for high school; dictionary style index with approximately 5,000 ready-reference articles. EJS

NEW CENTRY CYCLOPEDIA OF NAMES, Clarence L. Barnhart, et. al. Prentice Hall, 1954, $$.
Over 100,000 entries of persons, places, events, and other proper names. JS

NEWSBANK. Arcata Microfilm Corp, subscription, $$-$$$$.
Original articles from 105 American newspapers and photographed on fiche with monthly, quarterly, and annual indices; ordering by subject areas.

PEOPLE'S ALMANAC, David Wallechinsky, 3v. Bantam, 1975, 1978, 1981, $.
Brief bits of historical and other miscellany indexed separately in each volume. JS

PRENTICE-HALL STANDARD GLOSSARY OF THE COMPUTER, Robert Edmunds. Prentice Hall, 1985, $$.
Glossary of computer terms.

PULITZER PRIZES, John Hohenberg. Columbia University Press, 1974, $.
History of awards in books, drama, music, and journalism over the past six decades.

READERS' GUIDE TO PERIODICAL LITERATURE. Wilson, annual subscription, $$.
Choice of abridged or full index to popular magazines. JS

SOCIAL ISSUES RESOURCES SERIES (SIRS). Annual, subscription, $-$$$.
Copies of magazine and newspaper articles in 32 different subject areas including five science areas.

SYMBOL SOURCEBOOK, Henry Dreyfuss. McGraw, 1972, $.
Guide to international graphic symbols. JS

WHAT'S WHAT, David Fisher. Hammond, 1981, $.
A visual glossary of miscellaneous items, complete with names of each part of the item. EJS

WOMEN'S BOOK OF WORLD EVENTS AND ACHIEVEMENTS, ed. Lois Decker O'Neill. Doubleday, 1979. $ About 5,000 women's firsts during late 19th and 20th centuries and brief sketches of women.

WORLD BOOK ENCYCLOPEDIA. World Book, annual, $$$
Structured around school curriculum and very useful for most assignments; published in November with chronologies beginning in previous December. EJS.

PHILOSOPHY/PSYCHOLOGY

RELIGION/MYTHOLOGY

ENCYCLOPEDIA OF OCCULTISM AND PARAPSYCHOLOGY, ed. Leslie A. Shepard, 3v. Gale, 1985, $$$
Entries on different aspects of the subject.

ENCYCLOPEDIA OF PHILOSOPHY, ed. Paul Edwards, 4v. Free Press, 1973, $$$.
Scholarly analysis of the subject including sciences and social sciences.

PSYCHIATRIC GLOSSARY, American Psychiatric Association. Little, 1981, $.
Dictionary of phrases, terms, and people; a reputable source.

YOUNG PEOPLE'S YELLOW PAGES; A NATIONAL SOURCEBOOK FOR YOUTH, Alvin Rosenbaum. Perigee, 1983, $.
Twenty chapters supplying information about almost every teenage concern. JS

ENCYCLOPEDIA OF BIOETHICS. ed. Warren T. Relch, 4v. Macmillan, 1978, $$$.
Ethical views and policy options in matters dealing with life sciences including concrete ethical and legal problems such as abortion.

BULFINCH'S MYTHOLOGY. Crowell, 1970, $.
Myths of Greece, Rome, Egypt, and the Far East; Norse myths; Germanic myths; legends of King Arthur and Charlemagne; and the Mabinogion. JS

CONCISE JEWISH ENCYCLOPEDIA, Cecil Roth and Geoffrey Wigoder, ed. New American Library, 1980, $.
Short articles on broad range of topics dealing with Jewish life. JS

DICTIONARY OF COMPARATIVE RELIGION, S. G. F. Brandon. Scribners, 1970, $$.
Significant aspects of major religions and lesser cults from ancient to modern times.

DICTIONARY OF THE SAINTS, John J. Delaney. Doubleday, 1980, $.
Details about 5,000 saints; abridged version with 1,500 most popular saints also available in paperback. JS

DICTIONARY OF WORLD MYTHOLOGY, Arthur Cotterell. Putnam, 1980, $.
Entries arranged in chapters by geographical region; good for mythology of non-Western cultures. JS

ENCYCLOPEDIA OF AMERICAN RELIGIONS, J. Gordon Melton, 2v. McGrath, 1978, $$$.
Descriptions of 1,200 religious bodies divided into 17 family groups.

ILLUSTRATED BIBLE DICTIONARY, 3v. Tynsdale (dist. Grolier), 1980, $$$.
Lavishly illustrated in color or black and white, covering many aspects of the Bible; articles arranged alphabetically. JS

JEWISH HOLIDAYS, Michael Strassfield. Harper, 1985, $.
Detailed information, historic and technical, about all Jewish holidays. JS

NEW LAROUSSE ENCYCLOPEDIA OF WORLD MYTHOLOGY. Putnam, 1968, $$$.
Myths of humanity from a large variety of civilizations; extensive index.

SOCIAL SCIENCES

ALMANAC OF AMERICAN POLITICS, comp. Michael Barone. National Journal, 1983 (biannual), $$.
Federal and state leaders, their records and election results, districts.

ALMANAC OF THE 50 STATES, ed. Alfred N. Garwood. Information Pub., 1985, $$.
General statistical overview of every state; selected data from STATISTICAL ABSTRACT, 1980 census publications, and other sources. JS

AMERICAN ALMANAC OF JOBS AND SALARIES, John Wright. Avon, 1982, $.
Present status, salaries, and outlook on a wide variety of jobs. JS.

AMERICAN BOOK OF DAYS, comp. Jane M. Hatch. Wilson, 1978, $$.
Arranged chronologically with descriptions of anniversaries and commemorations; emphasis on religious and civil holidays. EJS

AMERICAN EDUCATORS' ENCYCLOPEDIA, Edward L. Dejnozka. Greenwood, 1982, $$.
More like a dictionary with definitions of over 2,000 terms commonly found in American education; educational organizations; court decisions; etc.

AMERICAN POLITICAL DICTIONARY, Jack C. Plano. Holt, 1982, $.
Definitions of aspects and problems of local, state, and federal government including political terms and court cases. JS

AMY VANDERBILT'S COMPLETE BOOK OF ETIQUETTE. Doubleday, 1978. $.
Guide to ceremonies, entertaining, travel, family relationships, etc. EJS

ANNIVERSARIES AND HOLIDAYS, Ruth Wilhelme Gregory. ALA, 1983, $.
Comprehensive record of important dates in chronological order; explanations for determining these dates. EJS

ARIZONA REVISED STATUTES. West, newest ed., subscription updates, $$$$.
Arizona laws.

ARIZONA RULES OF COURT. West, annual, $.
Text of Arizona court rules and local federal rules.

ARIZONA STATISTICAL ABSTRACT, 1979, Northland Press, 1980, $.
Statistics dealing with all aspects of the state. JS

ARIZONA YEARBOOK. Information Press, newest ed. $.
Biennial guide to state government with brief bios and lists of elected officials. JS

BARRON'S GUIDE TO THE MOST PRESTIGIOUS COLLEGES. Barrons, annual, $.
Alphabetical by school; see other Barron's Guides for specific subject areas and THE MOST POPULAR AND EXCITING COLLEGES.

BLACK AMERICAN REFERENCE BOOK, ed. Mabel M. Smythe. Prentice-Hall, 1976, $.
Subject from colonial period to date of publication.

BLACK'S LAW DICTIONARY. West, 1979, $.
Standard law dictionary for ready reference.

BOOK OF THE STATES. Council of State Governments, 1935-, $$.
Biennial statistical source and such state information as motto, flower, nickname, etc.; supplements for officials, legislature, etc. JS

CAREER INFORMATION CENTER, 13v. Glencoe/Macmillan, 1986, $$$.
Short articles on a large variety of careers; list of further reading; directory of institutions providing training; advancement; earnings, etc. JS

CHRONICLE GUIDANCE BRIEFS. Chronicle Guidance Pub. (Aurora St., Moravia, NY 13118), $$-$$$$ for initial set, $$-$$$ for monthly subscription.
Available in paper or microfiche; about 500 briefs on 1,300 careers.

COLLEGE BLUE BOOK, 5V. Macmillan, 1981, $$$.
Degrees offered by colleges arranged by subject areas; occupational education; scholarships, fellowships, grants, and loans; descriptions; statistics.

COLLEGE CATALOG COLLECTIONS ON MICROFICHE. Career Guidance, 1983, $$$.
Annual updates of over 3,600 college catalogs from 2,900 American schools; regional editions are about half price.

COLLEGE HANDBOOK. College Entrance Exam Board, 1982, $.
Description of colleges organized by state; see also INDEX OF MAJORS and COLLEGE COST BOOK.

CONCISE DICTIONARY OF EDUCATION, Gene R. Hawes, Van Nostrand, 1982, $.
Brief definitions.

CONGRESSIONAL QUARTERLY'S GUIDE TO CONGRESS. Congressional Quarterly, 1982, $$.
Origins, history and procedures of Congress; bios; standing rules, etc.

COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK. Gale, annual, $$.
Notes on 168+ countries.

CRIME DICTIONARY, Ralph DeSola. Facts on File, 1982. $.
Definitions of over 10,000 terms relating to law and law enforcement including slang and names.

DICTIONARY OF COSTUME, Doreen Yarwood. Scribner, 1978, $$.
Comprehensive guide to costume from ancient times to present day arranged by subject; complete index.

DICTIONARY OF ECONOMICS AND BUSINESS, Erwin Esser Nemmers. Littlefield, 1979, $.
Brief explanations for more than 5,000 abbreviations, terms, and phrases.

DICTIONARY OF ENERGY, ed. Malcom Slesser. Schocken Books, 1983, $.
Concepts, ideas, definitions, and explanations of fuel technology, science, economics, environment. etc. JS

DICTIONARY OF OCCUPATIONAL TITLES. US GPO, annual, $.
Standardized job titles and related information for 20,000 occupations 40,000 job titles with descriptions and code numbers. JS

ENCYCLOPEDIA OF ALCOHOLISM, Robert O'Brien. Facts on File, 1982, $$.
Over 500 entries covering alcoholic beverages, alcohol abuse, laws, diseases, slang, and institutions that work with alcoholics. JS

ENCYCLOPEDIA OF AMERICAN CRIME, Carl Sifakis. Facts on File, 1982, $.
Alphabetical listing of biographies and criminal facts with index by types and localities of crime.

ENCYCLOPEDIA OF AMERICAN ECONOMIC HISTORY, 3v. Scribners, 1980, $$$.
Five subject sections with articles covering topics, chronological periods, and social background.

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, ed. William E. Hopke, 3v. Doubleday, 1984, $$.
V.1 - overview; V.2-3 -- profile of careers grouped by field. JS

ENCYCLOPEDIA OF DRUG ABUSE, ed. Robert O'Brien and Sidney Cohen, Facts on File, 1984, $$.
Over 500 entries covering terms related to misuse of drugs. JS.

ENCYCLOPEDIA OF EDUCATIONAL RESEARCH, ed. Harold E. Mitzel, 4v. Macmillan, 1982, $$$.
Critical bibliographic essays on status of educational research.

ENCYCLOPEDIA OF MILITARY HISTORY FROM 3500 B. C. TO THE PRESENT, ed. R. Ernest Duprey. Harper, 1977, $$.
Organized chronologically and geographically with detailed index.

ENCYCLOPEDIA OF SHIPS AND SEAFARING, ed. Peter Kemp. Crown, 1980, $$.
Excellent illustrations accompanying history of exploration, salvage and diving, famous ships and people, boat and shiptypes, etc. JS

ENCYCLOPEDIA OF SOCIAL WORK. National Assoc. of Social Workers, 1965-, $$.
Irregularly published yearbook on social work and welfare activities in U. S. with some biographies of deceased people in the field.

ENCYCLOPEDIA OF THE AMERICAN CONSTITUTION, ed. Leonard W. Levy, 4v. Macmillan, 1986, $$$.
Constitutional law, biographies, judicial decisions, and history.

ENCYCLOPEDIA OF WORLD COSTUME, Doreen Yarwood. Scribner, 1978, $$.
Comprehensive guide from ancient times to present day, arranged by subject, with complete index.

EXPLORATORY CAREERS KIT. Careers, Inc., (Box 135, Largo, FL 34294), $$$.
Cards and pamphlets describing more than 590 careers sent eight times a year with index; updates $$ annually.

FEMINIST QUOTATIONS; VOICES OF REBELS, REFORMERS AND VISIONARIES, Carol McPhee. Crowell, 1979, $.
Quotations by and about women and the struggle for women's rights.

FIVE CENTURIES OF AMERICAN COSTUME, Ruth T. Wilcox. Scribner, 1963, $.

Arranged chronologically with emphasis on dress of American men, women, and children from Vikings and early settlers to 1960. JS

FUNK & WAGNALLS STANDARD DICTIONARY OF FOLKLORE, MYTHOLOGY & LEGEND, ed. Maria Leach. Crowell, 1972. $.

Emphasis on ethnic rather than literary aspect. JS

GUIDE TO AMERICAN LAW, 12v. West, 1985, $$$$.

Comprehensive view of laws, court decisions, principles, notable people, historic documents of America in understandable language.

HANDBOOK OF THE NATIONS. Gale, annual, $$$-$$$$.

Guide to sources for current facts, figures, and opinions on 191+ nations

HARVARD ENCYCLOPEDIA OF AMERICAN ETHNIC GROUPS, ed. Stephan Thernstrom, et at. Harvard, 1980, $$.

Maps, articles, and information about labor, intermarriage, politics, etc.

HUMANKIND, Peter Farb. Houghton, 1978, $.

Portrait of the evolution, biology, behavioral needs, adaptions, myths, and societies of people.

INFORMATION PLEASE ALMANAC. Houghton, annual, $.

Major events of the year; names and addresses of societies/associations; fact summaries preceding essays on each country and U.S. state; etc. EJS

INSIDER'S GUIDE TO THE COLLEGES. Cogdon and Weed, annual, $.

Down-to-earth, practical guide with behind-the-scenes stories.

INTERNATIONAL RELATIONS DICTIONARY, Jack C. Plano. ABC-CLIO, 1982, $.

Handbook of current terms; less expensive in paperback.

LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE. Simon & Schuster, annual, $.

Description of career and vocational schools by state. JS

LOVEJOY'S COLLEGE GUIDE. Monarch, annual, $.

Descriptions of colleges by state (shorter descriptions than COLLEGE HANDBOOK). JS

MAKERS OF AMERICA, ed. Wayne Moquin, 10v. Encyclopaedia Britannica, 1971, $$$.

Documents showing the contribution of ethnic pluralism to America.

MCGRAW-HILL DICTIONARY OF MODERN ECONOMIES, ed. Douglas Greenwald. et al. McGraw-Hill, 1983, $$.

Government agencies and organizations as well as over 1,400 definitions.

MCGRAW-HILL ENCYCLOPEDIA OF ECONOMICS, ed. Douglas Greenwald. McGraw, 1982, $.

Over 300 articles and definitions in this subject area.

OCCUPATIONAL OUTLOOKS. US GPO, annual $.

Brief articles describing jobs, arranged alphabetically within career cluster. JS

OXFORD DICTIONARY OF ENGLISH PROVERBS. Oxford, 1970 $$.

Supplement to books of quotations. JS

PETERSON'S ANNUAL GUIDE TO UNDERGRADUATE STUDY. Peterson's Guides, Annual, $.

Descriptions include two- and four-year schools; ROTC programs and athletic scholarships.

READER'S DIGEST FAMILY LEGAL GUIDE, ed. Inge N. Dobelis. Random House, 1981, $.

Explanation of over 2,000 topics.

READER'S DIGEST ALMANAC AND YEARBOOK. Random House, annual, $.

Features news photographs; surveys previous year by topics; good information on history; notes on newer words; b/w flags with descriptions. JS

STATESMAN'S YEARBOOK. St. Martin's, annual, $$.
Detailed political, religious, agricultural, commercial, etc. information about countries of the world. JS

STATISTICAL ABSTRACT OF THE UNITED STATES. US GPO, annual, $.
Both current and past statistics on Americana with detailed index. JS

UNITED STATES ENERGY ATLAS, ed. David J. Cuff. Macmillan, 1986, $$.
Guide to location, amount, technology, and uses of every resource, from coal and oil to sun and wind power. JS

WHAT PEOPLE WORE, Douglas Gorsline. Crown, 1952, $.
Chronologically-arranged history of the dress of people from all periods of Western civilization with 1,800 line drawings. EJS

WORLD ALMANAC AND BOOK OF FACTS. Newspaper Enterprise Assoc., annual $.
Statistical material for important events, associations, societies, places, climate, etc. EJS

WORLD FOLKTALES, Atelia Clarkson. Scribner, 1980, $.
Folktales arranged by story content (witches, fairies, etc.) or by approach (formula tales, realistic tales). JS

LANGUAGE

ABBREVIATIONS DICTIONARY, Ralph DeSola. Elsevier, 1981, $$.
Over 178,000 entries.

AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE. Houghton, 1984, $.
Major revision in 1982; readable and well-illustrated dictionary, EJS

BERNSTEIN'S REVERSE DICTIONARY, Theodore Bernstein (Rev). Times, 1986, $.
Organization by definitions of words and phrases; reverse of standard dictionaries.

CASSELL'S CONCISE GERMAN-ENGLISH, ENGLISH-GERMAN DICTIONARY. Macmillan, 1977, $.
Standard Cassell's dictionary. JS

CASSELL'S FRENCH DICTIONARY: FRENCH-ENGLISH, ENGLISH-FRENCH. Macmillan, 1977, $.
Standard in the field. JS

CASSELL'S ITALIAN DICTIONARY: ITALIAN-ENGLISH, ENGLISH-ITALIAN. Macmillan, 1977, $.
Standard Cassell's dictionary.

CASSELL'S LATIN DICTIONARY: LATIN-ENGLISH, ENGLISH-LATIN, D. P. Simpson. Macmillan, 1977, $.
About 30,000 words including geographical and proper names.

CASSELL'S SPANISH DICTIONARY: SPANISH-ENGLISH, ENGLISH-SPANISH. Macmillan, 1978, $.
Thorough revision; standard CASSELL'S EJS

CONCISE OXFORD DICTIONARY OF CORRECT ENGLISH. Oxford, 1982, $.
163,000 words from the OED.

DICTIONARY OF FOREIGN TERMS IN THE ENGLISH LANGUAGE, David Carroll. Dutton, 1979, $.
15,000 entries representing 50 languages. JS

DICTIONARY OF MODERN USAGE, H. W. Flower. Oxford, 1983, $.
Good revision by Ernest Gowers. JS

HARPER DICTIONARY OF CONTEMPORARY USAGE, William Morris. Harper, 1983, $.
Compendium of contemporary words and phrases with commentaries on their use and misuse including slang, dialect, word and phrase origins, etc. JS

MACMILLAN DICTIONARY FOR CHILDREN. Macmillan, $.
Clear, concise definitions for grades 3 through 8. JS

OXFORD DICTIONARY OF ENGLISH ETYMOLOGY, ed. Charles T. Onions, et al. Oxford, 1966, $$.
History of common English words.

OXFORD ENGLISH DICTIONARY, 13V. OXFORD, 1933, $$$$.
Classic dictionary; four supplements, $$$ each.

OXFORD ENGLISH DICTIONARY, ed. James A. H. Murray, 13v., 3 sup. Oxford, University, 1933, $$$$.
Definitive historical dictionary of English language.

OXFORD LATIN DICTIONARY, ed. P. G. W. Glare. Oxford, 1982, $$$.
Classical Latin from earliest recorded words to end of second century with dictionary following principles of OED.

PUGH'S DICTIONARY OF ACRONYMS AND ABBREVIATIONS, comp. Eric Pugh. Oryx Press, 1981, $$.

ROGET'S INTERNATIONAL THESAURUS, Peter M. Roget. Crowell, 1977, $.
Contemporary vocabulary, including slang and technical terms; topically arranged with alphabetical index. JS

RUSSIAN-ENGLISH DICTIONARY, A. I. Smirnitsky. Dutton, 1973, $$.
Vocabulary of some 50,000 words.

WEBSTER'S COLLEGIATE THESAURUS. Merriam-Webster, 1976, $.
Easier to use than Roget's. JS

WEBSTER'S NEW DICTIONARY OF SYNONYMS. Merriam, 1984, $.
Alphabetical with illustrative quotes. JS

WEBSTER'S NINTH NEW COLLEGIATE DICTIONARY. Merriam, 1981, $.
More extensive definitions than AMERICAN HERITAGE; descriptive; excellent appendices on biographical and geographical names and style manual. EJS

WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY OF THE ENGLISH LANGUAGE. Merriam, 1981, $$.
Largest and most prestigious dictionary published in the U.S. EJS

PURE SCIENCES

ATLAS OF ARCHAEOLOGY, ed. Keith Branigan. St. Martins, 1982, $.
Discussion of world areas providing information about humans' background. JS

ATLAS OF WILDLIFE, Jacqueline Nayman. Crowell, 1972, $.
Companion to Jarman's ATLAS OF ANIMAL MIGRATION with distribution of wildlife in eight world regions. JS

BIOLOGY DATA BOOK, ed. Philip L. Altman, 3v. Federation of American Societies for Experimental Biology, 1972-1974, $$.
Charts, tables, and diagrams.

BOOK OF POPULAR SCIENCE, 6v. Grolier, 1984 $$$.
Transition in the subject from juvenile to adult reading; frequently revised (approximately every three years); pure and applied sciences. JS

CAMBRIDGE PHOTOGRAPHIC ATLAS OF THE PLANETS, Geoffrey Briggs. Cambridge, 1982, $.
Maps of planets and their satellites. JS

COMPARISONS, Diagram Group. St. Martins, 1980, $.
Records showing comparisons between quantity and objects; subtitle, "of distance, size, area, volume, mass, weight, density, energy . . ." JS

DICTIONARY OF ANIMALS, ed. Michael Chinery. Arco, 1984, $.
Comprehensive; short articles with small colored illustrations. JS

DICTIONARY OF BOTANY, R. John Little. Van Nostrand, 1980, $.
Approximately 5,500 definitions from a variety of sources covering many aspects of plant life.

DICTIONARY OF GEOLOGICAL TERMS, American Geological Institute. Doubleday, 1984, $
Abridged version of 1972 GLOSSARY OF GEOLOGY with commonly-used terms.

ENCYCLOPEDIA OF BIOLOGICAL SCIENCES, Peter Gray. Krieger, 1981, C1970, $$.
Developmental, ecological, functional, genetic, structural, and taxonomic aspects of the subject.

ENCYCLOPEDIA OF BIRDS, Christopher Perrins. Facts on File, 1985, $$.
Current research combined with fine photographs and artwork on the subject. JS

ENCYCLOPEDIA OF CHEMISTRY, ed. Clifford A. Hampel. Van Nostrand, 1973. $$.
In-depth coverage of field.

ENCYCLOPEDIA OF MINERALS, Willard L. Roberts, et al. Van Nostrand, 1974, $$
Alphabetical arrangement of over 2,200 minerals with chemical, physical, optical, x-ray, crystallographic, and geographic data.

FACTS ON FILE DICTIONARY OF ASTRONOMY, ed. Valerie Illingworth. Facts on File, 1979, $.
Short alphabetical entries in the subject. JS

FACTS ON FILE DICTIONARY OF MATHEMATICS, ed. Carol Gison. Facts on File, 1981, $
Definitions and tables for the subject, JS.

FIELDBOOK OF NATURAL HISTORY, E. Laurence Palmer, rev. H. Seymour Fowler. McGraw-Hill, 1975, $.
Seymour Fowler's revision of classic plants and animals encyclopedia, JS.

GRZIMEK'S ANIMAL LIFE ENCYCLOPEDIA, ed. Bernhard Grzimek, 13v. Van Nostrand, 1972-75, $$$.
Definitive source on the animal kingdom with many colored illustrations.

HAMMOND BARNHART DICTIONARY OF SCIENCE. Grolier, 1986. $.
An authoritative, comprehensive dictionary that bridges the gap between the over-simplified and the highly technical. JS.

HAMMOND NATURE ATLAS OF AMERICA, Roland C. Clement. Hammond, 1976, $.
Nature guide book for the traveler with geology, flora, and fauna of continental United States. EJS

HANDBOOK OF MATHEMATICAL TABLES AND FORMULAS, R. S. Burington, McGraw, 1973, $.
Companion to HANDBOOK OF PROBABILITY AND STATISTICS WITH TABLES.

LAROUSSE GUIDE TO ASTRONOMY, David Baker. Larousse, 1980, $.
Practical information and guidance on observing the night sky; description of telescope types; sky maps with detailed notes on each. JS.

MACMILLAN ILLUSTRATED ANIMAL ENCYCLOPEDIA, ed. Phillip Whitfield. Macmillan, 1984, $.
Vertebrates grouped by scientific order; small excellent illustrations. JS.

MCGRAW-HILL DICTIONARY OF SCIENTIFIC AND TECHNICAL TERMS, ed. Sybil P. Parker. McGraw-Hill, 1984, $$.
Definitions/brief bios (source of other McGraw science dictionaries).

MCGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY, 15v. McGraw-Hill, 1982, $$$$. (One-volume abridged edition available for $$)
Superb coverage (source of other McGraw science encyclopedias).

NATIONAL GEOGRAPHIC BOOK OF MAMMALS, 2v. National Geographic, 1981, $.
A must purchase; beautiful photography, accurate information, distribution maps. EJS

NATIONAL GEOGRAPHIC PICTURE ATLAS OF OUR UNIVERSE, ed. Ross Bennett. National Geographic, 1979, $.
Colorful visuals organized by continent from North America to Indian Ocean. EJS

NEW DINOSAUR DICTIONARY, Donald F. Glut. Citadel, 1982, $.
Alphabetical list of every dinasour genus known; black/white drawings and photographs. EJS

NEW ENCYCLOPEDIA OF SCIENCE, 16v. Raintree, 1982, $$$$.
Ideal for junior high. Alphabetically arranged under broad subject headings, but use of the index is essential. JS.

NEW INTERNATIONAL WILDLIFE ENCYCLOPEDIA, 21v. N.C.L.S., 1980, $$$.
Extremely useful; alphabetically arranged articles about just about any animal on which students do reports; distribution maps. EJS

PLANET WE LIFE ON, ed. Cornelius S. Hurlburt. Abrams, 1976, $$.
Earth sciences from crystals to volcanoes; useful appendices on mineral properties, metric conversion, and principal geologic features.

PRENTICE-HALL ENCYCLOPEDIA OF MATHEMATICS, Beverly Henderson West, et al. Prentice-Hall, 1982.
Practical and theoretical definitions alphabetical from Algebra to Zero. JS

RAINTREE ILLUSTRATED SCIENCE ENCYCLOPEDIA, 20v. Raintree, 1984. $$
Alphabetically arranged articles for grade four up including science projects. Very easy to read. EJ

VAN NOSTRAND'S SCIENTIFIC ENCYCLOPEDIA, ed. Douglas M. Considine, 2v. Van Nostrand, 1984, $$$.
All areas of science/technology; excellent.

TECHNOLOGY

BLACK'S MEDICAL DICTIONARY, ed. William A. Thompson. Barnes, newest ed, $.
Parts of the body, diseases, definitions of terms.

COOK'S ENCYCLOPEDIA, Tom Stobert. Harper, 1981. $.
Alphabetical encyclopedia of cooking ingredients and processes.

DICTIONARY OF AMERICAN FOOD AND DRINK, John F. Mariani. Ticknor, 1983, $.
Contemporary and traditional American foods; origins of foods, recipes, anecdotes about American foods, lunchroom slang, etc. JS

DORLAND'S ILLUSTRATED MEDICAL DICTIONARY. Saunders (dist. Holt), newest ed, $$.
Standard dictionary including pronunciation.

ENCYCLOPEDIA OF ELECTRONICS. TAB Books, 1985, $$.
Over 300 articles dealing with terms and applications of electrical, electronics, and communication topics.

ESSENTIAL GUIDE TO NONPRESCRIPTION DRUGS, David R. Zimmerman, Harper, 1983, $.
Recommendations from FDA on safety and effectiveness of these drugs.

ESSENTIAL GUIDE TO PRESCRIPTION DRUGS, ed. James W. Long. Harper, 1982, $.
Advice regarding taking these drugs and possible side-effects.

FISHBEIN'S ILLUSTRATED MEDICAL AND HEALTH ENCYCLOPEDIA, 4v. Stuttman, 1983, $$.
Causes, symptoms, treatment, and preventions of diseases; alphabetical arrangement.

GRAY'S ANATOMY OF THE HUMAN BODY. Formur, 1977, $$.
Generously illustrated, a classic text.

GROWING UP WITH SCIENCE: ILLUSTRATED ENCYCLOPEDIA OF INVENTION, 25v. H. S. Stuttman, Inc., 1986, $$$.
Alphabetically arranged articles with separate volume of biographies. EJ

GUINESS BOOK OF AIRCRAFT FACTS AND FEATS, Michael Taylor and David Monday. Sterling, 1984, $.
Nine chronological chapters of firsts and superlatives in the subject. JS

HELP: ALMANAC OF CONSUMER INFORMATION. Whirlwind, annual, $.
Ready-reference material about income, household products, death and taxes, energy and environment, nutrition, medicine, etc. JS

HUMAN BODY ON FILE. Facts on File, 1983, $$$.
Drawings of the human body on heavy paper for reproduction; loose-leaf.

ILLUSTRATED ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY: HOW IT WORKS, 19v. Marshall Cavendish, 1987, $$$.
Diagrams and pictures with entries about how things work. JS

INTERNATIONAL ENCYCLOPEDIA OF AVIATION, ed. David Monday. Crown, 1977, $$.
Aviation topics, including balloons, gliders, rockets, helicopters, etc. with almost 1,200 illustrations, JS

JOY OF COOKING, ed. Irma S. Rombauer and Marion R. Becke. Bobbs-Merrill, 1975, $.
Preparation of and ingredients for most common American dishes. JS

MARSHALL CAVENDISH FAMILY ENCYCLOPEDIA OF HEALTH, 24v. Marshall Cavendish, 1985, $$$.
Question and answer format with subjects alphabetical, indexed.

MERCK INDEX, ed. Martha Windholz. Merck, newest ed, $.
Encyclopedia of chemicals and drugs describing about 10,000 substances.

MERCK MANUAL OF DIAGNOSIS AND THERAPY, Robert Berkow. Merck, newest ed, $.
Latest research in diagnosis and treatment of disease.

NEW VOGUE SEWING BOOK. Butterick, 1985, $.
Complete handbook for home sewing, with sections on fashion and figure analysis, tailoring, trims, handstitches, seam finishes, ruffles, etc. JS

PET ENCYCLOPEDIA. Thomas Nelson, 1981, $$.
Compendium on caring for common pets. JS

PHYSICIAN'S DESK REFERENCE FOR NONPRESCRIPTION DRUGS. Medical Economics, annual, $.
Complete information on over-the-counter drugs.

PREVENTION'S NEW ENCYCLOPEDIA OF COMMON DISEASES. Rodale Press, 1984, $$.
Alphabetically arranged subjects in the area.

SUNSET WESTERN GARDEN BOOK. Lane, newest ed, $.
Complete information on Southwest plants and their care. JS

TABOR'S CYCLOPEDIC MEDICAL DICTIONARY. F. A. Davis, 1986, $.
Highly technical information about diseases, drugs, etc.

VOGUE SEWING BOOK
See NEW VOGUE SEWING BOOK.

WEAPONS, The Diagram Group. St. Martins, 1980, $.

An international encyclopedia from 5,000 B.C. to 2,000 A.D. EJS

WORLD ENCYCLOPEDIA OF FOOD, L. Patrick Coyle. Facts on File, 1982, $$.

Description and origins of cooking ingredients and dishes with glossaries dealing with nutrition, wine, etc.; extremely complete and highly useful.

ARTS/RECREATION

AMERICAN FURNITURE; 1620 TO THE PRESENT, Jonathan L. Fairbanks. Marek, 1981, $$.

Extensive coverage of furniture from frontier to contemporary times.

BOOK OF ART. 10v. Grolier, 1985, $$$.

Each volume covers a different period of art, with excellent color reproductions and biographies. JS

COMPLETE OUTDOOR ENCYCLOPEDIA, Vin T. Sparano. Harper, 1980, $.

Information on various outdoor sports, including hunting. JS

CONCISE OXFORD DICTIONARY OF OPERA, ed. Harold Rosenthal and John Warrack. Oxford University, 1979, $.

Includes biographies, operatic plots and characters, terminology, etc.

ENCYCLOPEDIA OF FOLK, COUNTRY, AND WESTERN MUSIC, 2d ed., Irwin Stambler and Grelun Landon. St. Martin's, 1982, $$.

Groups, artists, variety shows, definitions of terms, instruments, etc.

ENCYCLOPEDIA OF POP, ROCK, AND SOUL, Irwin Stambler. St. Martin's, 1977, $.

Performers and activities behind the scenes of contemporary popular music.

ENCYCLOPEDIA OF VISUAL ART, 10v. Grolier, 1983, $$$.

Historical material (5 volumes), biographical information (4 volumes), and "special media" (1 volume), indexed with vivid reproductions.

FAMILY ENCYCLOPEDIA OF ART, ed. Bernard L. Myers and Trewin Copplestone. Holt, 1979, $. All periods and areas arranged chronologically with double-page spreads of inset map, time scale, and introductory essay.

FILM ENCYCLOPEDIA, Ephraim Katz. Crowell, 1979, $$.

Basic information about film personalities, terminology, short histories of national cinemas, etc.

GROVES DICTIONARY OF AMERICAN MUSIC, 4v. St. Martin's, 1954, $$$.

Overview of history with biographies, definitions, etc.; includes more contemporary subjects such as pop and soul.

HIKER'S BIBLE, Robert Elman and Clair Rees. Doubleday, 1982, $.

Comprehensive guide to hiking techniques and equipment. JS

HOYLE'S MODERN ENCYCLOPEDIA OF CARD GAMES, Walter B. Gibson. Dolphin-Doubleday, 1974, $.

Rules of basic games arranged alphabetically; in shortened forms. JS

ILLUSTRATION INDEX, 4th ed., Marsha C. Appel. Scarecrow, 1980, $.

Comprehensive guide to thousands of photographs, paintings, drawings, and diagrams in popular periodicals covering 1972-1976; see other editions for other time periods.

INTERNATIONAL CENTER OF PHOTOGRAPHY ENCYCLOPEDIA OF PHOTOGRAPHY. Crown, 1984, $$.

Technical and biographical information (including diagrams and charts) with extensive bibliographies; color and b/w photographs.

MAGILL'S SURVEY OF CINEMA, 1st series, 4v. 1980, $$$; 2d series, 6v. 1981, $$$; Silent Films, 3v. 1982; $$$; Magill.
Coverage from 1902 through time of publication.

MOVIES, Richard Griffith and Arthur Mayer. Simon and Schuster, 1970, $.
Classic work of movie history heavily illustrated.

NEW ENCYCLOPEDIA OF SPORTS, Ralph Hickok. McGraw-Hill, 1977, $$.
Complete information about sports, particularly statistics. JS

NEW OXFORD COMPANION TO MUSIC, ed. Denis Arnold. Oxford, 1983, $$.
Music from ancient times to present day including composers, individual works, opera, jazz, popular music, electronic music, acoustics, etc. JS

OXFORD COMPANION TO AMERICAN THEATER. Oxford University, 1984, $$.
Encyclopedic entries including biography, definitions, movements, etc. of the American theater.

OXFORD COMPANION TO ART, ed. Harold Osborne. Oxford University, 1970, $$.
Articles of varying lengths on the visual arts designed for the non-specialist; does not include handicrafts and practical arts. JS

OXFORD COMPANION TO CHESS, David Hooper and Kenneth Whyld. Oxford University Press, 1984, $.
Alphabetical entries of all branches of the game including history and bios. JS

OXFORD COMPANION TO MUSIC, ed. Percy A. Scholes and J. O. Ward. Oxford University, 1970, $$.
Standard dictionary covering all areas of musical interest. JS

OXFORD COMPANION TO THEATER, ed. Phyllis Hartnell. Oxford University, 1983, $$.
Descriptions of people, plays, movements, etc. of world theater.

OXFORD COMPANION TQ TWENTIETH CENTURY ART, ed. Harold Osborne. Oxford University, 1981, $$.
Sketches of hundreds of artists with illustrations and bibliographies. JS

PLAY INDEX. Wilson, every five years, $$ each.
Index in six volumes, the latest covering up to 1982; covers full-length and one-act plays, radio, television, Broadway, amateur, etc.

RULE BOOK, Diagram. St. Martin's, 1983, $.
History and regulations of different competitive sports; useful diagrams and drawings. EJS

WHAT'S WHAT IN SPORTS. Reginald Bragonier. Hammond, 1984, $.
Visual glossary of sports; includes how different games are played. JS

WORLD ENCYCLOPEDIA OF COMICS, ed. Maurice Horn. Chelsea, 1976, $$.
Alphabetical descriptions of comic features, artists, and writers.

LITERATURE

AMERICAN WRITERS, 8v. Scribners, 1975-81, $$$-$$$$.
Original four-volume set from University of Minnesota pamphlets expanded by additional in-depth critical studies of other authors.

ANCIENT WRITERS: GREECE AND ROME, 2v. Scribner, 1982, $$$.
Critical survey of writers from the time of Homer to A.D. 337, arranged in chronological order.

BARTLETT'S FAMILIAR QUOTATIONS, ed. John Bartlett. Little, 1980, $.
Quotations arranged chronologically by author. JS

BREWER'S DICTIONARY OF PHRASE AND FABLE, rev. Ebenezer C. Brewer. Harper, 1981, $.
Terms and phrases on literacy, historical, biographical, and other subjects. JS

BRITISH WRITERS, 8v. Scribners, 1979-1984, $$$.
Articles dealing with writers' lives, periods, and critical assessments organized chronologically.

CAMBRIDGE HISTORY OF ENGLISH LITERATURE, 15v. Cambridge University, 1907-1933, $$-$$$$.
Also abridged in one-volume CONCISE CAMBRIDGE HISTORY . . . .

CASSELL'S ENCYCLOPEDIA OF WORLD LITERATURE, 3v. Beekman, 1973, $$$.
v.1: Histories and general articles with broad entries such as African and Basque literature; v.2 & 3: Brief biographies of world authors.

CONTEMPORARY LITERARY CRITICISM. Gale, 1973-, $$
Excerpts from current criticism of major authors and playwrights living or deceased since 1960 including young adult authors; 36 volumes in 1986.

CONTEMPORARY NOVELISTS. St. Martins, 1980, $$.
Biographies and critical materials about contemporary novelists writing in the English language.

CONTEMPORARY POETS. St. Martins, 1980, $$.
Guide to most important living English-language poets.

CRITICAL SURVEY OF LONG FICTION, 8v. Salem, 1983, $$$.
Biographical and critical analysis of 272 major writers of novels and novellas followed by one volume of essays on the genre.

CRITICAL SURVEY OF POETRY, English Language Series, 8v. Salem, 1982, $$$.
One volume of essays about the genre followed by discussions of over 340 English language poets.

CRITICAL SURVEY OF SHORT FICTION, 7v. Salem, 1981, $$$.
Two volumes of essays describing genre's history and characteristics with the remainder providing critical and biographical material about authors.

CYCLOPEDIA OF LITERACY CHARACTERS, 2v. Salem Press, 1963, $$.
Identification, description, and evaluation of over 16,000 characters with regard to psychological motivation and interrelationships.

CYCLOPEDIA OF WORLD AUTHORS, 3v. Salem, 1974, $$$.
Critical biographies of 975 authors including events influencing their writings.

DICTIONARY OF LITERARY TERMS, Harry Lee Shaw. McGraw-Hill, 1972, $.
Definitions and explanations of terms from literature. JS

ENCYCLOPEDIA OF WORLD LITERATURE IN THE 20TH CENTURY, 4v. Gale, 1981-84, $$$.
Biographies and critical materials of major writers as well as definition of terms and overviews of literacy movements during the current century.

GLOSSARY OF LITERARY TERMS, ed. M. H. Abrams. Holt, 1981, $.
Definitions of terms used with American, British, foreign, and comparative literature. JS

HANDBOOK TO LITERATURE, William Flint Thrall. Bobbs-Merrill, 1980, $.
Alphabetical listing of words and phrases used in English and American literature with outline of literary history. JS

HOME BOOK OF QUOTATIONS, CLASSICAL AND MODERN, Burton Egbert Stevenson. Dodd, 1967 (1984 reprint), $$.
Arrangement by subject with detailed index; dated but vital. JS

INDEX TO CHILDREN'S POETRY, 1942-1965, ed. John E. Brewton, 3v. Wilson, $$.
Index of poems by author, subject, title, and first line. EJ

INDEX TO POETRY FOR CHILDREN AND YOUNG PEOPLE, 3v. Wilson, $$.
A continuation of the INDEX TO CHILDREN'S POETRY, the most recent volume through 1984. EJ

INDEX TO POETRY. Granger, all editions as necessary, $$$ each.
Index to anthologized poetry by title, first line, author, and subject. JS

LITERARY HISTORY OF ENGLAND, Albert C. Baugh. Prentice-Hall, 1967, $$.
Introduction to English literature.

LITERARY HISTORY OF THE UNITED STATES, 2v. Macmillan, 1974, $$.
Survey of American literature from Colonial times to date in volume 1; bibliographical essays of individual writers in second volume.

MAGILL BOOKS INDEX, 1949-1980. Salem, 1980, $$.
This indispensible index includes all works over 31 year span.

MAGILL'S QUOTATIONS IN CONTEXT, ed. Frank Magill, 2v each. Salem, 1969, $$.
Two series, each two volumes, with context paragraphs including source of quote, author, date of publication, type of work, brief explanation. JS

MANUAL FOR WRITERS, Kate Turabian. University of Chicago, 1985, $.
Style sheet for preparing formal papers.

MASTERPLOTS, 16v. Salem, 1976, 1986, $$$
Summaries and critical evaluation of novels, drama, stories, and narrative poetry.

MCGRAW-HILL ENCYCLOPEDIA OF WORLD DRAMA, 5v. McGraw-Hill, 1983, $$$.
Alphabetical arrangement of entries for authors, terms, movements, genres, styles, etc. with emphasis on Western European traditions.

MLA STYLE MANUAL, Joseph Gibaldi and Walter S. Achert. MLA, 1985, $.
Style rules regarding footnotes, bibliographies, abbreviations, etc.

MODERN AMERICAN LITERATURE, 4v. Ungar, 1969, $$$.
Critical consensus of major and minor American writers form excerpts of scholars and critics with v.4 an update in 1976.

OXFORD COMPANION TO AMERICAN LITERATURE, 5th ed. Oxford University, 1983, $$.
Guide through America's literary culture.

OXFORD COMPANION TO CHILDREN'S LITERATURE. Oxford University, 1984, $$.
Biographical sketches of authors and illustrators; descriptions of individual works, characters, fairy tales, folklore, and legends. JS

OXFORD COMPANION TO CLASSICAL LITERATURE. Oxford University, 1937, $.
Geographical, historical, mythological, and political backgrounds relevant to literature of Greece and Rome.

OXFORD COMPANION TO ENGLISH LITERATURE. Oxford University, 1986, $$.
English authors, literary works, and literary societies with non-English persons and literary items when allied to English literature.

OXFORD DICTIONARY OF QUOTATIONS, 3rd ed. Oxford University Press, 1979, $$.
Alphabetical arrangement by authors including classical, Biblical, and non-English; more British but similar to BARTLETT'S. JS

POETRY HANDBOOK, Babette Deutsch. Harper, 1974, $.
Brief definitions of terms and topics such as Romanticism in alphabetical order using illustrations from literature. JS

READER'S ENCYCLOPEDIA OF AMERICAN LITERATURE. Crowell, 1962, $.
Essential facts about American and Canadian writers from Colonial times to 1962 with articles about novels, plays, literary groups, etc.

READER'S ENCYCLOPEDIA OF SHAKESPEARE. Crowell, 1966, $.
Criticism and information on all aspects of Shakespeare's works.

READER'S ENCYCLOPEDIA OF WORLD DRAMA, John Gassner. Crowell, 1969, $.
Emphasis on worldwide consideration of drama as literature with plot resumes and discussions of dramatic trends.

READER'S ENCYCLOPEDIA, William Rose Benet. Harper, 1965, $.
Biographies of writers and historical persons; plot summaries; sketches of principal characters in literature, myth, and folklore, etc. JS

READER'S GUIDE TO FANTASY, Baird Searles. Facts on File, 1982, $.
Guide to more than 160 fantasy writers and their works; also in paperback from Avon. JS

READER'S GUIDE TO SCIENCE FICTION, Baird Searles. Facts on File, 1979, $.
History of science fiction, major award winners, and discussion of style and works of 200 science fiction writers, also in paperback from Avon. JS

SCIENCE FICTION AND FANTASY LITERATURE, 2v. Gale, 1976, $$$.
Checklist of science fiction, fantasy, and supernatural literature from 1700-1974 with biographical sketches. 1975-1982 supplement.

SCIENCE FICTION ENCYCLOPEDIA, ed. Peter Nicholls. Doubleday, 1979, $$.
Invaluable collection of information about authors, themes, films, magazines, illustrators, editors, terminology, etc.

SUPERNATURAL FICTION WRITERS: FANTASY AND HORROR, 2v. Scribners, 1984, $$$.
Critical survey of authors in these genres beginning with Greco-Roman times and ending with such authors as Stephen King and Ursula K. LeGuin.

SURVEY OF MODERN FANTASY LITERATURE, 5v. Salem, 1983, $$$.
Combination essay-review of individual works and background essays on specific categories of fantasy.

SURVEY OF SCIENCE FICTION LITERATURE, 5v. Salem, 1979, $$$.
Essay-reviews of major works in the genre.

TWENTIETH-CENTURY CRIME AND MYSTERY WRITERS. St. Martins, 1984, $$.
Appendices with material about notable 19th-century writers add to the articles about the subject.

TWENTIETH-CENTURY LITERARY CRITICISM. Gale, 1978-, $$.
Long excerpts of criticism on novelists, poets, and playwrights from 1900 to 1960; author portraits beginning with v.4; 22 volumes in 1986.

TWENTIETH-CENTURY ROMANCE AND GOTHIC WRITERS. Gale, 1984, $$.
Critical essays and bio-biographical data for over 300 contemporary writers of these genres.

TWENTIETH-CENTURY SCIENCE FICTION WRITERS. St. Martins, 1981, $$.
Primarily English-language writers but including 35 foreign language authors for bio-biographical and critical source.

TWENTIETH-CENTURY WESTERN WRITERS. Gale, 1983, $$.
Critical essays and bio-biographical data for over 300 authors, living and deceased, popular in this genre worldwide.

GEOGRAPHY/BIOGRAPHY/HISTORY

ALBUM OF AMERICAN HISTORY, ed. J. G. Hopkins, 6v, 1 sup. Scribners, 1968-1982, 1985, $$$.
Commentary and pictorial history of U.S. history from colonial times. JS

ALMANAC OF AMERICAN HISTORY, ed. Arthur M. Schlesinger. Perigee, 1983, $.
Chronology from 986 A.D. to 1983 supplemented by six essays on American history and interspersed with quarter-page mini-essays on people/events. JS

ALMANAC OF DATES, Linda Millgate. Harcourt, 1977, $.
Historic events of the past for every day of the year. JS

AMERICAN ALMANAC, ed. Calvin D. Linton. Thomas Nelson, 1977, $.
Chronological survey tracing America's growth from 1492 to 1976; extensive index. JS

AMERICAN AUTHORS, 1600-1900, Stanley J. Kunitz. Wilson, 1938, $.
Brief biographical and critical entries for these authors. EJS

AMERICAN MEN AND WOMEN OF SCIENCE, ed. Jaques Cattell, 7v. Bowker, 1982, $$$.
Biographical sketches arranged alphabetically.

AMERICAN PLACE NAMES, Alfred H. Holt. Crowell, 1969, $.
List of place names with pronounciations amusingly given. EJS

AMERICAN WOMEN WRITERS, 4v. Ungar, 1979-1982, $$$.
Biographies and critical material regarding the subjects.

ANNALS OF AMERICA, 23v. Encyclopedia Britannica, 1976, $$$.
Chronological record of American life from 1942 to date of publication.

ARIZONA NAMES, Bryd Howell Granger. Treasure Chest Publications, Inc., 1983, $.
Alphabetical list of locations with origin of name, cross references, etc. JS

ASIMOV'S BIOGRAPHICAL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY, Isaac Asimov. Doubleday, 1984, $$.
Lives and achievements of 1,510 great scientists ancient to modern times. JS

ATLAS OF AMERICAN HISTORY, ed. Kenneth T. Jackson. Scribners, 1978, $$.
Standard atlas for this purpose. JS

ATLAS OF THE NORTH AMERICAN INDIAN, Carl Waldman. Facts on File, 1985, $.
Chronological arrangement with many small maps, primarily text.

AUTHORS OF BOOKS FOR YOUNG PEOPLE, 3v. Scarecrow, 1979, $-$$.
One paragraph of biography of hundreds of authors of books for children and young adults. EJS

BAKER'S BIOGRAPHICAL DICTIONARY OF MUSICIANS, ed. Nicholas Slonimsky. Schirmer, 1978, $$.
Articles about composers, performers, critics, conductors, and teachers.

BASEBALL ENCYCLOPEDIA, ed. Joseph L. Reichler. Macmillan, 1985, $.
Complete statistical records with history and other information. JS

BIOGRAPHY ALMANAC, 2v. Gale, 1983, $$$.
Quick identification and guidance to further information on more than 23,000 people in 325 widely held biographical dictionaries.

BRITISH AUTHORS BEFORE 1800, Stanley J. Kunitz. Wilson, 1936, $.
British authors from the beginning until Cowper and Burns. JS

BRITISH AUTHORS OF THE NINETEENTH CENTURY, Stanley J. Kunitz. Wilson, 1936, $.
British authors from William Blake to Aubrey Beardsley. JS

CHAMBER'S BIOGRAPHICAL DICTIONARY, rev. ed. J. O. Thorne. Chambers Ltd., 1974, $$.
Brief biographical sketches of over 15,000 men and women. JS

CITIES OF THE WORLD, Margaret Walsh Young, 4v. Gale, 1986, $$$.
Geographical information; background data on country in which city is located.

CIVIL WAR DICTIONARY, Mark M. Boatner. McKay, 1980, $.
Alphabetical information on campaigns, battles, laws, and people.

COLUMBIA LIPPINCOTT GAZETTEER OF THE WORLD, Leon E. Seltzer. Columbia, 1962, $$$.
Classic geographical dictionary of 130,000 places.

CONTEMPORARY ARTISTS, 2d ed. St. Martin's, 1983, $$.
Each entry includes biography, list of individual shows, bibliography, and artists' comments.

CONTEMPORARY AUTHORS. Gale, 1962-, $$.
116 volumes (in 1986) and still constantly adding; revised editions omit authors who have died, putting them into the Permanent collection.

CONTEMPORARY DRAMATISTS. St. Martins, 1982, $$.
Living dramatists writing in the English language.

CONTEMPORARY NEWSMAKERS. Gale, quarterly/annual, $$.
Biographical sketches of approximately 120 personalities annually. JS

CURRENT BIOGRAPHY. Wilson, 1940-, annual subscription, $$.
Biographical articles, with brief bibliographies, of newsworthy people; issued monthly with annual compilations. JS

DICTIONARY OF AMERICAN BIOGRAPHY, 17 v., 7 sup. Scribners, 1926-, $$$$.
Articles on famous Americans (mostly men) who died before 1965; abridged in one-volume CONCISE DICTIONARY OF AMERICAN BIOGRAPHY ($$).

DICTIONARY OF AMERICAN HISTORY, ed. James Truslow Adams. Scribners, 1976, $$$.
American life and politics; also one-volume CONCISE DICTIONARY.

DICTIONARY OF BATTLES, Peter Young and Michael Calvert, 2v. Mayflower Books, 1978-, $$.
Locations, dates, opponents, strengths, aims, description, results, etc.

DICTIONARY OF EVENTS, George Palmer Putnam. Grosset, 1936, $.
Chronological tables showing record of noteworthy historical events from earliest times to date of publication.

DICTIONARY OF HISTORICAL TERMS, Chris Cook. Peter Bedrick, 1983, $.
Most frequently used historical terms, worldwide, with definitions including background of term and use in historical context.

DICTIONARY OF SCIENTIFIC BIOGRAPHY, ed. Charles C. Gillispie, 8v. Scribner, 1970-1980, $$$$.
Over 4,500 scientists and mathematicians; also one-volume abridged ($$).

DISCOVERERS: AN ENCYCLOPEDIA OF EXPLORERS AND EXPLORATIONS, ed. Helen Delpar. McGraw-Hill, 1980, $.
Alphabetically arranged by region and explorer; comprehensive in scope. JS

ENCYCLOPEDIA OF AMERICAN FACTS AND DATES, ed. Gorton Carruth. Crowell, 1979, $.
Major events in U. S. history, famous court decisions, speeches, etc.

ENCYCLOPEDIA OF AMERICAN HISTORY, Richard B. Morris. Harper, newest ed, $$.
Chronology of the United States by year, topical chronology, and biographical section. JS

ENCYCLOPEDIA OF THE AMERICAN REVOLUTION, Mark M. Boatner, McKay, 1980, $$.
Alphabetical information on campaigns, battles, laws, and people.

ENCYCLOPEDIA OF THE THIRD WORLD, ed. George Thomas Kurian, 3v. Facts on File, 1981, $$$.
Information beginning with 1945.

ENCYCLOPEDIA OF WESTERN GUNFIGHTERS, Bill O'Neal. University of Oklahoma Press, 1979, $.
Brief biographies of 256 gunfighters. JS

ENCYCLOPEDIA OF WORLD HISTORY, William Leonard Langer. Houghton, $$.
Geographical coverage within each chronological time period. JS

EUROPEAN AUTHORS, 1000-1900, Stanley J. Kunitz. Wilson, 1967, $$.
Continental European authors. JS

FACTS ABOUT THE PRESIDENTS, Joseph Nathan Kane. Wilson, 1981, $$.
Presidents' personal and professional lives as well as charts of comparative statistics. EJS

FACTS ON FILE DICTIONARY OF FIRST NAMES, Leslie Dunkling and William Gosling. Facts on File, 1983, $.
4,500 entries mentioning over 10,000 names--gender, linguistic origin, etc. JS

FIFTH BOOK OF JUNIOR AUTHORS AND ILLUSTRATORS, ed. Sally Holmes Holtze, Wilson, 1984, $.
See JUNIOR BOOK OF AUTHORS. EJS

FOURTH BOOK OF JUNIOR AUTHORS AND ILLUSTRATORS, ed. Doris de Montreville and Elizabeth D. Crawford. Wilson, 1978, $.
See JUNIOR BOOK OF AUTHORS. EJS

GREAT NORTH AMERICAN INDIANS, Frederick J. Dockstader. Van Nostrand Reinhold, 1977, $.
Biographical dictionary of over 300 American Indians, none living. JS

GREEK AND LATIN AUTHORS: 800 B. C. — A. D. 1000, Michael Grant. Wilson, 1980, $.
Bios and critical commentary about authors from 1800 years of literature.

HAMMOND WORLD ATLAS. Hammond, 1982, $-$$ (depending on edition--Ambassador, Citation, or Medallion).
Difference among these three is primarily price and size. EJS

HANDBOOK OF NORTH AMERICAN INDIANS, 20v. Smithsonian (GPO), 1978-, $$$.
Projected set to cover all aspects of the subject.

INTERNATIONAL DICTIONARY OF WOMEN'S BIOGRAPHY, Jennifer S. Uglow. Continuum, 1982, $$.
Sketches of over 1,500 women; concentrates on Anglo-Americans.

JUNIOR BOOK OF AUTHORS, ed. Stanley J. Kunitz. Wilson, 1951, $.
Photographs and biographical information about children's and young adult authors; FIFTH BOOK OF JUNIOR AUTHORS indexes all five in the set. EJS

KINGS, RULERS, AND STATESMEN, Leonard F. Wise. Sterling, 1976, $.
Chronology of rulers and brief biographies under each country's name. JS

LINCOLN LIBRARY OF SPORTS CHAMPIONS, Art Berke, 20v. Frontier, 1985, $$$.
Alphabetical arrangement of over 500 biographies. EJS

MACMILLAN CONCISE DICTIONARY OF WORLD HISTORY, comp. Bruce Wetterau. Macmillan, 1983, $$.
Explanations of 10,000 historical names, events, terms, and places. JS

MARSHALL CAVENDISH ILLUSTRATED ENCYCLOPEDIA OF WORLD WAR II, 12v. Marshall Cavendish, 1972, $$$.
Highly illustrated overview of Second World War with index in last volume. JS

MCGRAW-HILL ENCYCLOPEDIA OF WORLD BIOGRAPHY, 12v. McGraw-Hill, 1973, $$$.

Photographs of famous people enhance articles on each person; supplement to be out in 1988.

MORE JUNIOR AUTHORS, ed. Muriel Fuller. Wilson, 1963, $.

See JUNIOR BOOK OF AUTHORS. EJS

MORROW BOOK OF QUOTATIONS IN AMERICAN HISTORY, Joseph R. Conlin. Morrow, 1984, $.

"Best" quotations about American life by author; indexed by subject.

NATIONAL GEOGRAPHIC ATLAS OF THE WORLD. National Geographic, 1981, $$.

General purpose atlas, focusing on the U. S.; mainly political maps; new editions usually at 5-year intervals; some urban close-up pages. EJS

NEW CAMBRIDGE MODERN HISTORY ATLAS. Cambridge University, 1970, $$.

Historical information from fifteenth centurty to present in clear maps arranged by geographical areas (v. 14 of NEW CAMBRIDGE HISTORY).

NEW CAMBRIDGE MODERN HISTORY, 14v. Cambridge University, 1978, $$$$.

History from Renaissance to the end of World War II; v. 14 is historical atlas.

NOTABLE AMERICAN WOMEN, 1607-1950, 3v. Harvard University, 1971, $$.

Biographies of famous American women who died before 1950. JS

NOTABLE AMERICAN WOMEN: THE MODERN PERIOD. Harvard University, 1983, $.

Update to earlier three-volume set of NOTABLE AMERICAN WOMEN chronicling the lives of those women who died prior to 1982. JS

OXFORD COMPANION TO AMERICAN HISTORY. Oxford University, 1966, $$.

Biographical material on people living and dead; historical guide for literary movements, social protests, etc.; important to collection.

PAGAENT OF AMERICA: A PICTORIAL HISTORY OF THE UNITED STATES, 15v. Yale, 1928, $$$.

Illustrated narrative of events and persons in America's development.

PEOPLE'S CHRONOLOGY, ed. James Trager. Holt, Rinehart & Winston, 1979, $$.

Human interest and trivia events as well as major political, military, economic, and social happenings from 1,000,000 BC to 1973.

PICTORIAL HISTORY OF THE JEWISH PEOPLE, Nathan Ausubel. Crown, 1985, $.

Chronological overview with black and white illustrations and index.

PRESIDENTS: A REFERENCE HISTORY, ed. Henry F. Graff. Scribner's, 1984, $$.

Analyses of presidents and their administrations in terms of decisions and effectives in alphabetical arrangement.

RANDY MCNALLY COSMOPOLITAN WORLD ATLAS. Rand McNally, 1981, $$.

Larger format than other McNally maps (except Citation) with full page for each U. S. state and Canadian province. EJS

RAND MCNALLY ROAD ATLAS. Rand McNally, annual, $.

Road maps of each state in the United States, Canada, and Mexico showing distances with index of place names. EJS

READER'S ENCYCLOPEDIA OF THE AMERICAN WEST, ed. Howard R. Lamar. Crowell, 1977, $.

Biographical and historical guide to the West from early exploration. JS

SCIENCE FICTION WRITERS, ed. E. F. Bleiler. Scribners, 1982, $$.

Biographical information combined with interpretation, critical evaluation, and historical position of works in the genre.

SEARCHING FOR YOUR ANCESTORS: THE HOW AND WHY OF GENEALOGY, 5th ed., Gilbert Doane and James B. Bell. University of Minnesota Press, 1980, $.

Whys and how-tos of genealogical research.

SOMETHING ABOUT THE AUTHR. Gale, 1971-, $$.

Articles on juvenile and young adult authors and illustrators; indexed also in CONTEMPORARY AUTHORS; 46 volumes in 1986. EJS

SOURCE: A GUIDEBOOK OF AMERICAN GENEALOGY. Ancestry Publishing Co., 1984.

Comprehensive manual on U. S. genealogical records from early colonial period to the 1910 census.

STATESMAN'S YEAR-BOOK WORLD GAZETTEER, ed. John Paxton. St. Martin's, 1986, $$.

Dictionary listing of world places with geographical/political focus. JS

THIRD BOOK OF JUNIOR AUTHORS, ed. Doris de Montreville and Donna Hill. Wilson, 1972, $.

See JUNIOR BOOK OF AUTHORS. EJS

THE FABULOUS CENTRY, 8v. Time-Life Books, 1974, $$$.

Heavily illustrated volumes by decades within twentieth century and one volume 1870-1900 — a must! JS

TIMES ATLAS OF THE WORLD. Times, 1983, $$$.

Detailed atlas. JS

TIMETABLE OF TECHNOLOGY: A RECORD OF THE TWENTIETH CENTURY. Hearst, 1982, $$.

Annual view of twentieth-century progress by scientists and technologists including essays and extensive index.

TIMETABLES OF AMERICAN HISTORY, ed. Laurence Urdang. Simon & Schuster, 1981, $.

Chronological linking of history, arts, science, and miscellaneous.

TIMETABLES OF HISTORY, Bernard Brun. Simon & Schuster, 1975, $.

Companion to WHO WAS WHEN, showing events in relation to other contemporary happenings with documentation of daily life. JS

TWENTIETH CENTURY: AN ALMANAC, ed. Robert H. Ferrell. Bison, 1984, $.

Issues, personalities, progress, tragedies, and much more about the century thus far in eight chronological sections; 250 illustrations.

TWENTIETH-CENTURY AUTHORS, ed. Stanley J. Kunitz and H. Haycraft. Wilson, 1942, (supplement 1955), $$ each.

Brief bios and criticism on famous authors of 1900-1950. JS

WEBSTER'S BIOGRAPHICAL DICTIONARY. Merriam, 1980, $.

Brief bios of over 40,000 persons from ancient times to present including pronounciation, dates, and chief contributions to civilization. EJS

WEBSTER'S NEW GEOGRAPHICAL DICTIONARY. Merriam, newest edition, $.

Compact, up-to-date, most useful for American users. EJS

WESTERN WORDS, Ramon F. Adams. University of Oklahoma Press, 1968, $.

Definitions of words commonly used throughout history in the West.

WHAT HAPPENED WHEN, Stanford M. Mirkin. Washburn, 1966, $.

Calendar of days with each event listed in chronological order. JS

WHO WAS WHEN? Mimian A. Deford. Wilson, 1976, $$.

Dictionary of contemporaries arranged so that the reader can see at a glance the people who made history together from 500 B. C. to 1974 A. D. EJS

WHO WAS WHO IN AMERICA, 1607-1986. Marquis, 1942-, $$$.

Bios of those once included in WHO'S WHO IN AMERICA but have since died or fallen from prominence. JS

WHO'S WHO IN AMERICA. Marquis, 1899 to date, $$$.

Currently prominent Americans. JS

WORLDMARK ENCYCLOPEDIA OF THE NATIONS, 5v. J. Wiley, 1984, $$$.

Geographic, historical, political, social, and economic status of the nations and the United Nations. JS.

RECOMMENDED
RELIGION
REFERENCE
TOOLS

ATLAS OF THE BIBLE. Nelson, 1965, $.

BUTLER'S LIVES OF THE SAINTS, 4v. J. P. Kenedy, 1981.

CATHOLIC ALMANAC. Our Sunday Visitor Press, annual, $.

CONCORDANCE OF THE BIBLE. Abingdon Press, 1977, $$.

ENCYCLOPEDIA OF RELIGION, 3v. Corpus Publications, 1979, $$$.

GREAT RELIGIONS OF THE WORLD. National Geographic, 1971, $.

HARPER'S BIBLE DICTIONARY. Harper, 1973, $.

ILLUSTRATED HISTORY OF THE POPES. St. Martin's Press, 1980, $$.

INTERPRETER'S ONE VOLUME COMMENTARY OF THE BIBLE. Abingdon Press, 1971, $.

JEROME BIBLICAL COMMENTARY, comp. Raymond Brown. Prentice-Hall, 1968, $$.

JERUSALEM BIBLE. Doubleday, 1966, $.

MODERN CATHOLIC DICTIONARY. Doubleday, 1980, $.

NELSON'S COMPLETE CONCORDANCE OF THE NEW AMERICAN BIBLE. Liturgical Press, 1977, $$.

NEW AMERICAN BIBLE. J. P. Kennedy, $.

NEW CATHOLIC ENCYCLOPEDIA, 17v. McGraw-Hill, 1967+, $$$$.

NEW OXFORD ANNOTATED BIBLE. Oxford University Press, 1986, $.

OFFICIAL CATHOLIC DIRECTORY. P. J. Kenedy, annual, $.

OXFORD DICTIONARY OF CHRISTIAN CHURCH. Oxford University Press, 1974, $$.

PAPAL ENCYCLICALS, ed. Claudia Carlen. McGrath, 1981, $$.

PEAKE'S COMMENTARY ON THE BIBLE. Nelson, 1964, $.

RADER'S DIGEST ATLAS OF THE BIBLE. Readers' Digest, 1981, $.

WESTMINISTER DICTIONARY OF THE BIBLE. Westminister Press, 1970, $.

WHO'S WHO IN THE NEW TESTAMENT. Holt, 1971.

WHO'S WHO IN THE OLD TESTAMENT. Holt, 1971.

WORLD CHRISTIAN ENCYCLOPEDIA. Oxford University Press, 1982, $$$.

CHAPTER TWO

SAMPLE INSTRUCTIONAL MATERIALS

To demonstrate the wide variety of instructional materials available for librarians, the next section provides sample pages from books annotated in the previous chapter as well as materials prepared by Arizona librarians. All these materials are reproducible by librarians for use within their schools. Within each section, the materials ranged from the simplest to the most difficult.

These are as follows:

1. Bibliography Format: Many times teachers ask librarians for a bibliography form that students may use. A sample format which follows the MLS style sheet is given as well as an explanation for students of what a bibliography is. An "infinite bibliography" gives students a way to intelligently use the library and librarians a way to develop bibliographies that will endure for more than one assignment. The explanation of this type of bibliography was taken from the September/October 1985 Book Report, one of the periodicals annotated in the previous chapter. Also provided in this section is an "information finder" following the same philosophy of search direction.

2. Card Catalog: Most of these are very basic instructional handouts.

3. Dewey/Fiction: Activities on book arrangement are covered in this section.

4. Encyclopedias: Mostly key-word exercises, this also includes a guide for encyclopedia use.

5. Guide Words: These exercises are most useful for the elementary level.

6. Magazines/Readers' Guide: An explanation of the Readers' Guide is accompanied by survey forms of magazines and Readers' Guide use.

7. Maps/Charts: Sample exercises include those for time zones, weather, longitute, latitude, and Arizona (using the computer program).

8. Parts of the Book: Definitions of these parts as well as sample indexes and tables of contents are taught through these very simple exercises.

9. Reference Tools: These activities cover almanacs, dictionaries, biographical tools, books of quotations, and the thesauras as well as more general ones on reference selection.

10. Reference/Research: Relatively simple research activities all provide questions for students to answer including scavenger hunts.

11. Book Reports: This section includes a variety of formats for book reports on the elementary level as well as creating thinking skills, bulletin board suggestions, and a reference book report.

12. Assignments: Using these research/report forms, student can complete more detailed library papers. Primarily upper level, they include such topics as authors, assassinations, cities, states, countries, literature, plants/animals, and general science.

13. High School: Because instruction on the high school level sometimes differs greatly from that for elementary students, this section provides tips on student use of the library, new student orientation, and the Phoenix Union High School District scope and sequence of library activities in the English curriculum.

BIBLIOGRAPHY FORMAT

BIBLIOGRAPHY

The bibliography comes at the end of the paper and includes only those sources which you used in writing the paper. It can be prepared from the cards you made for your working bibliography.

The items are alphabetized by the last names of the authors (or the first word of the title in cases where authors were unlisted). The items should be single spaced with a double space between items. Begin at the left-hand margin and on subsequent lines for that item indent five spaces (1/2 inch).

Punctuation varies with the manual you are using. The teacher ordinarily makes the choice of manual for you. The important thing is that you be consistent. Do not use one style for one item and a different style for another.

A bibliography entry first announces its authority by listing the author's name, last name first. Sometimes the author is not clearly identifiable, having written the report for an agency, a company, or a journal who takes the responsibility itself. In that case the responsible agency, company, or journal is listed first.

If your source is from an encyclopedia, the article may be signed with initials, and the author's full name listed in the front or back of the volume or in a special section in the first or last volume. Authors are not usually given in an encyclopedic bibliographical entry. The title of the article is listed first.

When listing a magazine article, if the author's name is given, list it first. Newspaper articles when signed should appear in the bibliography with the author's name first also.

Only when the author is unknown do you start a bibliography entry with the title of the selection. In all other cases, however, the title is your second entry.

If the title is of a whole book, underline it. If it is an article, put the title in quotation marks. Newspaper articles use the headline as their title, and encyclopedia articles use the heading.

All bibliography styles include those two entries: author and title. In addition, they all contain facts of publication, but all manuals are not in agreement about how these should be organized and punctuated. Your teacher will probably select one style: be sure to follow it right down to marks of punctuation.

BIBLIOGRAPHY FORMAT

Books:

(One author)

Granger, John. Thirty Ways to Use a Brick Wall. Salem, Mass.: Wolfman Press, 1959.

(Two or more authors)

Martinez, Jose and Herbert Davis. The Golden Bear. New York: McGraw-Hill Publishing Company, 1982.

(No author's name)

Webster's Biographical Dictionary. Springfield, Mass.: G. & C. Merriam Co., 1961, 325.

(One editor)

Yolen, Jane, ed. Fantasy Everyone Loves. New York: Atheneum, 1984.

(Reference book article)

"Esther Hobart McQuigg Slack Morris" in Notable American Women 1607-1950, V. 2. Ed. Edward T. James, Janet Wilson James, and Paul S. Boyer. Cambridge: Harvard University Press, 1981, 631-638.

(Chapter from edited book)

Morris, Samuel. "Death in Shakespeare" in Great Elizabethan Themes. Ed. Janet Moore. New York: Harper & Row, 1974, 13-95.

(One source quoted in another)

Slusser, George Edgar. The Classic Years of Robert A. Heinlein. Boston: Borgio Press, 1977 (Quoted in Contemporary Literary Criticism, V. 14, Gale, 246-251).

Encyclopedias:

(No article author)

"Woman Suffrage," Encyclopedia Americana 29, 1983, 421-422.

(Article author)

Michaelson, Joyce. "Tides," World Book Encyclopedia 21, 1984, 264-269.

Magazine Articles:

(One author)

Johns, Henry. "Radio Free Europe," Newsweek 23 (March 14, 1955), 19-21.

(No signed author)

"Winning the Olympics," Sports Illustrated 35 (September 21, 1979), 22-23.

Newspaper Articles:

(One author)

Goldwater, Barry. "I Ran," Arizona Republic, September 25, 1965, B, 1, 3.

(No signed author)

"Art and the Theater," Phoenix Gazette, June 22, 1977, E, 2-3.

Other:

(Newsbank article)

Thorsby, Linda. "Stands Firm on Call for Nixon Resignation," Jackson (Mississipp Clarion Ledger, January 10, 1974 (Located in Newsbank, Political Development, 1974, 3:C4, fiche).

(SIRS article)

Barrett, Joyce Durham. "Myths of Adolescence," Marriage and Family Living, May 1982 (located in SIRS, Youth, 2, Article 25).

(Pamphlet, no signed author)

"Guide to Farming." Washington, D.C.: U.S. Department of Agriculture, 1982.

(Pamphlet, one author)

Obligato, Jeanine. "Directions for Passing College Exams." Baltimore: College Board Publications, 1981.

(Interview)

Jackson, Michael, interviewed by Jack Hendrickson, Phoenix Civic Plaza, Phoenix, Arizona, 8:00 p.m., January 25, 1985.

Hints:

Always underline names of long things, such as books and magazines.

Always use "quotation marks" for names of short things, such as magazine articles.

Include page numbers unless the entire book is about your subject.

Always put a period (.) at the end of every bibliographic entry.

Put the volume number of the magazine after the name of the magazine.

ENERGY/CONSERVATION

Card Catalog:

In the subject card catalog, look up any of the following headings that seem to apply to your specific subject. Also look up the subject you are assigned in the card catalog.

Automobiles (use subheadings)
Conservation of resources
Earth-sheltered houses
Electric power
Food — Additives
Food industry and trade
Food — Preservatives
Fuel Water conservation, power, resources

Geothermal. . .
Irrigation
Natural resources
Nature conservation
Pollution
Recycling (Waste, etc.)
Sea water — Desalting

Some useful numbers: 333.7 (conservation); 621.47 (solar engineering); 696-697 (utilities/heating, etc.); 629.2 (automobiles).

Useful Reference Books:

Almanacs, (317.3), use index in either front or back.

McGraw-Hill, *Encyclopedia of Environmental Science*, (Ref/301.31/M178).

McGraw-Hill, *Encyclopedia of Science and Technology*, (Ref/503/M178), use the index in Volume 15 of this set of encyclopedias.

What's What, (Ref/031.02/B73).

World of Automobiles, (Ref/629.22/W896), use index in last volume.

Editorial Research Reports, (on index table beside table with Readers' Guide): Volume II of 1984 has index for the past five years. Look up subjects in this index and note dates beside the subjects. Dates in dark print are chronological in the white pages of the separate volumes, and dates in light print are chronological in the yellow pages of the separate volumes.

Useful subjects: Automobiles, Conservation, Energy, Food, Oil and gas, Solar energy, and Water supply and pollution.

Magazines:

Look up the headings listed under Card Catalog above in the green books to the left of the Fiction Room. Entry under the subjects includes:

1. Title of magazine article.
2. Author (if any, there will be a name with one or two initials).
3. Magazine volume number: page number(s).
4. Name of magazine.
5. Date of magazine.

Look in Maryvale Periodical Listings (brown notebooks next to Readers' Guide) to see if the library has the magazine you want. If so, fill out the magazine checkout slip you find on the table and take it to the circulation desk. Be sure to include your name, number, and period.

SIRS: (Volumes entitled Energy, Food, Habitat, and Pollution)

Look up your specific subject in the list at the front of the notebook; then find the article number (number following the subject) in the notebook. Articles are numbered on the bottom right side of the first article page. You may check these articles out on an over night basis. See someone at the check out desk.

Infinite Bibliographies

Tailor-made Guides Good for the Life of the Unit In Any Library

By Joanne R. Stewart

After observing students locked into author-title bibliographies, the author designed a guide that will lead students to pertinent research sources in any library, any time. The good part is, these bibliographies don't need to be updated or revised as the collection changes.

There are basically two kinds of assignments that bring students to the library: (1) a book report, in which the student must select one book, read it, and make some sort of report on it; and (2) an information gathering assignment, in which the student must locate, digest and present material about some subject. In this case, many forms of resources should be explored and investigated. Portions of books are simply one of the possibilities. This kind of assignment may or may not require the student to make a list of the sources he used, or identify whose ideas he is discussing. Obviously, the ultimate "information gathering" assignment for a high school student is a term or research paper.

Most high school students easily understand the distinction between the two kinds of assignments, once it is pointed out to them. It is safe to say, however, that none has given the idea much prior thought, and most couldn't care less until it is made clear to them that the method for doing the assignment as easily and successfully as possible depends on knowing which kind of assignment it is.

So often a student will come to the library and say, "I need a book about the Civil War." What does this really mean? A sharp librarian will discover the correct answer to this question before advising the student, because how he is directed to proceed depends on the kind of assignment he is trying to do.

Some students, of course, may come to the library and select several books about the Civil War themselves, without asking for help at all. They may find, however that even with the books they can't do the assignment. This is depressing and discouraging for the student, and he usually finds he is also running out of time. Much of this trauma could be avoided if someone helped the student analyze the assignment and think about the point at which it would be fruitful to ask for help. Spinning wheels all by yourself is certainly counterproductive, to say the least. The student is unhappy, the teacher is dissatisfied, and everybody criticizes the library.

The classroom teacher is responsible for defining the objectives of the assignment, its nature, and its perimeters. In my experience, the transmitting of this information from teacher to student is not always accomplished in a successful manner. For example, teachers often say, "Do *not* use an encyclopedia for this assignment. It will not be accepted under any circumstances."

What this means is, don't use a *general* encyclopedia like *World Book* or *Comptons*. The intention, of course, is not to eliminate the all special encyclopedias like *Worldmark Encyclopedia of the Nations, Praeger's Encyclopedia of Art, International Encyclopedia of the Social Sciences*, or the many fine one-volume subject encyclopedias. But students don't make this distinction if the teacher doesn't, and will refuse to use perfectly satisfactory, appropriate information for this reason, while the librarian turns grey and runs for the Rolaids.

The numerous explanations for this failure to communicate are beyond the scope of this article, but teacher awareness is the essential first step in any solution to the problem. It is, after all, the librarians, not the teachers, who are exposed to students trying to do the assignments, and who first become aware of some of the pitfalls. When teachers can become receptive to feedback from the librarian in this regard, their students are the beneficiaries. The best of all possible worlds would be for teachers to consult with their librarian while they are developing the unit of work in the first place. Fortunately, more and more teachers are doing this, and everybody wins.

The Limitations Of Author-Title Bibliographies

The standard author-title bibliography is helpful to students doing book report assignments, but somewhat less helpful to students doing information-gathering assignments. People are comfortable with these lists and have come to accept them, traditionally, as the only way to proceed. I submit that they are not the only way, and that there are real drawbacks and limitations to them.

First, no matter how careful and thorough the preparation, there will always be omissions. It is impossible to include everything that ought to be included. Second, materials that are not available at all are often on author-title lists. They may be long out-of-print or not available in the community from any source. Third, as new materials become available they are not on the lists. To overcome these limitations, continuous revision, publication and distribution would be necessary.

Finally, a psychological limitation of standard bibliographies is probably the most frustrating from a librarian's point of view. Most of the time, a teacher does not intend that his students will use only what is on the list and nothing else. The bibliography is handed out as a beginning, not an end, whether the assignment is a book report or informational gathering. At times, of course, teachers do intend that a bibliography be taken literally; i.e., a book selected for a report *must* be one of those listed. This is perfectly valid and proper. Unfortunately, students have a tendency to take literally any author-title bibliography they are given, whether it's intended or not, even if the assignment is information gathering. Naturally, librarians have trouble with this, because many times just what the student wants and needs is at hand, but he won't use it because "it's not on the list." Fortunately, in a school situation, the librarian can get to the teachers personally rather quickly for clarification, or ask the student to do it before he commits himself.

The Concept Is Born

What device, then, could be developed that would provide the needed assistance for students while at the same time avoiding the limitations of a traditional author-title bibliography? The obvious answer was to provide students with appropriate subject headings instead of a list of books. Over the years this idea was reinforced in my mind as I watched students standing in front of the card catalog or the *Readers' Guide*, assignment in hand on a faded ditto, not knowing what to look up. They couldn't come up with that entry word which would open up the world of resources at hand. The teachers, too, had this same problem and could not be of much help to their students, although they tried. It was the librarian who had studied and applied cataloging theory, who knew how subject headings were constructed and what they meant. This was the kind of information that needed to be transmitted to teachers and students, even to those already possessing good routine library skills. And we also had to reach those who did not possess adequate library skills.

Working with teachers who were receptive to the concept, the Waukegan East High School library staff has developed many "infinite bibliographies" or reading guides. They have been used for several years now with great success. Some have been keyed to particular textbooks, but most have not. It is an extremely flexible tool and can be adapted to any class level in any content area. It can cover an entire course, a grading period, or simply one unit of work. It deals with all forms of materials. It can be combined with a modest author-title bibliography if desired. There don't seem to be any major drawbacks to the idea in fact.

We have also developed modified infinite bibliographies intended solely for use with the *Readers' Guide*, at the request of several teachers. These, too, are proving highly satisfactory in use. We hope to continue moving in this direction and improve the concept as we go along.

Preparing the Bibliography

In an ideal teacher-librarian cooperation model, the teacher presents his assignment to the librarian for a feasibility check. During a conference, the librarian finds out (a) the teacher's objectives, (b) the grade level and intellectual ability of the students, (c) the number of students, (d) the time, (e) the specific content, and (f) the need for library skills instruction.

Usually within a day or two, the librarian determines if the research can be carried out with the resources at hand, or with modifications. Then the librarian prepares an infinite bibliography for the assignment. The teacher makes the final decision, incorporating the librarian's suggestions. Several advantages are obvious.

(1.) There is absolutely no threat to the teacher's professionalism, status, or authority. Classroom teachers are sometimes insecure about this. The librarian is functioning as a true resource person.

(2.) The teacher knows in advance

Joanne R. Stewart is the head librarian and audiovisual director for the Waukegan East High School in Waukegan, Illinois. Joanne began her work on the infinite bibliography concept as a project in a college course on methods of improving reading.

that the assignment is possible in the local setting and that students will be able to succeed.

(3.) The public library can easily be alerted to the assignment and sent copies of both the infinite bibliography and the assignment. Both school and public library staffs will be ready to cope with students doing the assignment.

(4.) Weaknesses in the collection are discovered.

(5.)The librarian can make the necessary procedural decisions in advance, e.g., shorten the loan period for titles not in sufficient number for the number of students involved.

Once a teacher has tried the concept and discovered how well it works, trust and rapport are developed between that teacher and the librarian. Everyone is better off, especially the students—and this, after all, is the bottom line.

Samples of two bibliographies appear in boxed copy here. "Ancient Classical History" was prepared for a freshman social studies curriculum, called the History of World Civilization. The history course is offered in nine-week units in several ways. One sequence calls for units titled: Emergence of Man, Ancient Classical History, the Middle Ages and the Renaissance, and Search for Survival. Another sequence is composed of studies of areas such as China and Japan, the Middle East, Latin America and so forth. We have prepared infinite bibliographies for each of these units.

In a typical first assignment requiring the use of library materials, the student might be instructed to find one book in the card catalog which might be useful in this class and write a bibliography entry. Additional assignments are usually one book report and one short information-gathering piece with a list of sources used. The entire class is usually scheduled into the library to do the first assignment. At that time the infinite bibliography is introduced by the librarian. Subsequent assignments are done by the students on their own time. (The freshmen receive an orientation to the library in the first few weeks of their English classes. The social studies teachers wait until the

Ancient Classical History

1. Words to know and understand.

biography
collective
individual
subject heading
subdivision
call number
e.g.
etc.
antiquity
classical

2. People. To find collective and individual biographies (920 and 921)
   a. Use a person's name as a subject heading, e.g. CAESAR, CAIUS JULIUS; ARISTOTLE, to locate information.
   b. Use any subject heading with the subdivision — BIOGRAPHY, e.g., ROME-BIOGRAPHY, to locate books about people related to that subject.

3. Names and places, used alone or with subdivisions, are good subject headings, e.g., EGYPT, EGYPT-HISTORY, EGYPT-KINGS AND RULERS

4. Literary Works.

Novels and Short Stories. Look for the subdivision.
—FICTION. e.g., GREECE-FICTION, HANNIBAL-FICTION.
Then look at the call number. In our library 808.3 means short stories, and the author's last initial only means the book is a novel.

Poetry and Drama.
Use the name of the writer as author, e.g., Plato
Use the name of the writer as subject, e.g., PLATO
Use LATIN LITERATURE; GREEK DRAMA; GREEK LITERATURE and the literary subdivision —COLLECTIONS; —HISTORY AND CRITICISM

5. Brush up on the parts of a catalog card

913.32 EGYPT-CIVILIZATION—TO 332 B.C.
S Silverberg, Robert
Before the sphinx; early Egypt
Nelson, c1971
176p.

6. Summary
   a. Use names of people and places as your subject. Be careful about time periods (913's and 930's)
   b. Watch for helpful subdivisions of major subject headings.

—ANTIQUITIES
—BIOGRAPHY
—CIVILIZATION
—FICTION
—HISTORY
—KINGS AND RULERS
—POLITICS AND GOVERNMENT
—SOCIAL LIFE AND CUSTOMS

   c. Consider also for use as subject headings

ARCHITECTURE, GREEK
ARCHITECTURE, ROMAN
CIVILIZATION, GREEK
MYTHOLOGY, CLASSICAL
PHILOSOPHY, GREEK
SCULPTURE, GREEK

   d. Our library uses ALL CAPITAL LETTERS to identify a subject card. The Public Library uses red tape. All libraries use one or the other of these devices so you can quickly recognize a subject card.
   e. All possible subject headings cannot be included here. You will be able to think of and use others, and you should do this.

7. Suggested Reference Books

R
291 Evans. Dictionary of mythology.
E

R
291 Grimal. Larousse world mythology.
G

R
292 Tripp. Crowell's handbook of classical mythology.
T

R
703 Praeger encyclopedia of art. 5v.
P

orientation is completed before they give their first research assignments.)

The infinite bibliography for consumer education (see boxed copy) came about because a teacher was frustrated in his attempts to assign newspaper and magazine reference work to his students. "These kids not only don't know anything about business and economics, they don't even know newspapers exist! Can't we do anything?" he fumed.

I assured him we could do a great deal. From his assignment I could see that he wanted his students to become aware that business, economics and consumer matters were important daily news, just as politics, crime, and sports were. During our conference I confirmed his objectives and scheduled his class into the library for two consecutive days. Then I prepared the infinite bibliography. During the first session, we reviewed the assignment and the infinite bibliography. The next day the students began their work under the supervision of their teacher and the library staff. The teacher was ecstatic about the infinite bibliography (and even told the principal how marvelous he thought it was).

An infinite bibliography is a reference and research tool, with a sound theoretical basis, prepared by the professional school librarian in consultation with a classroom teacher. It is intended to assist students in doing their school assignments with dispatch, in a productive and systematic manner. It is a simple, logical concept that has proved highly successful in actual use. It teaches reference methods with a content focus, and reinforces any previous library skills introduction.

For optimum success, it should be introduced to the class by the librarian and, as the students' work progresses, should be supervised both by the librarian and by the teacher, working in tandem. The tool has all the advantages of the traditional author-title bibliography and none of the disadvantages. When it is properly prepared, introduced and utilized, it is much more helpful and efficient in achieving the desired results than the traditional bibliography.

Consumer Education Research Methods

1. *Readers' Guide to Periodical Literature*
   Articles of interest to students of consumer education appear in many magazines. Among them:
   - Atlantic
   - Business Week
   - Changing Times
   - Congressional Digest
   - Consumer Reports
   - Consumers' Research
   - Current
   - Environment
   - Forbes
   - Fortune
   - Harper's
   - Nation
   - National Review
   - Nation's Business
   - New Republic
   - Newsweek
   - Progressive
   - Society
   - Time
   - U.S. News and World Report
   - Vital Speeches

   The school library subscribes to all of these and they are also indexed by subject in the *Readers' Guide.*

   Suggested subject headings to use:
   - BANKS AND BANKING
   - ECONOMIC FORECASTING
   - ECONOMIC INDICATORS
   - INFLATION (FINANCE)
   - INTEREST (ECONOMICS)
   - INVESTMENTS
   - SUPPLY AND DEMAND
   - U.S. – ECONOMIC POLICY

2. Card Catalog. Suggested subject headings to find books and filmstrips:
   - CONSUMER EDUCATION
   - INFLATION (FINANCE)
   - TAXATION
   - U.S. – ECONOMIC CONDITIONS (divided by date)
   - U.S. – ECONOMIC POLICY

3. Pamphlet File. Suggested subject headings:
   - INFLATION (FINANCE)
   - U.S. – ECONOMIC CONDITIONS
   - U.S. – ECONOMIC POLICY

4. Don't forget newspapers! Most have business sections.
   - Chicago Defender
   - Chicago Sun-Times
   - Chicago Tribune
   - New York Times (Sunday)
   - News-Sun
   - U.S.A. Today
   - Wall Street Journal

5. Suggested reference books

R 300 E	Encyclopedia of social sciences
R 310 I	Information please almanac
R 310 W	World Almanac
R 317.3 U	Statistical abstract of the United States
R 328.73 C	Congress and the nation
R 330.03 A	Dictionary of business and economics
R 330.3 M	McGraw-Hill dictionary of modern economics
R 330.3 8	Paradis, Economics reference book

WORKSHEET

1\.

DOLLS
745.59
Wen Wendorff, Ruth
How to make cornhusk dolls. Arco, 1973.
77p. illus.

a. The author of this book is ______________________________

b. The title of this book is ______________________________

____

c. The subject of this book is ______________________________

d. The publisher of this book is ______________________________

e. This book has ______________ pages.

f. The (call) number of this book is ______________________________

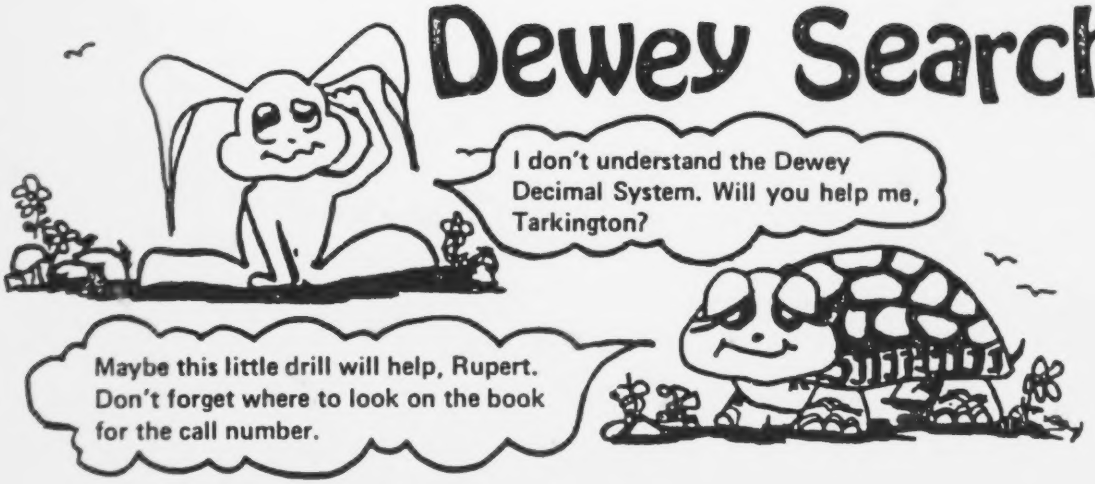
g. (Circle the correct answer) This book is: fiction, nonfiction, story collection, biography, reference.

2. Put the following fiction books in order as they would be on the shelves:

F She	F Wal	F Cal	F Tre	F Fly	F Bro	F Gib	F Bla	F Nec	F Jon
___	___	___	___	___	___	___	1	___	___

Marian E. Karpisek, Making Self-Teaching Kits for Library Skills

Dewey Search


I don't understand the Dewey Decimal System. Will you help me, Tarkington?
Maybe this little drill will help, Rupert. Don't forget where to look on the book for the call number.

1. Find a book of poems. Write its call number. ____________________

2. Find a book about an animal or animals. What is the call number? ____________________

3. Find a book of fairy tales or folk tales. What is the call number? ____________________

4. Find a book about a country in which you are interested. What is the call number? __________

5. Find a biography. Write its call number. ____________________

6. Find a book that shows you how to make something. Write its call number. ____________________

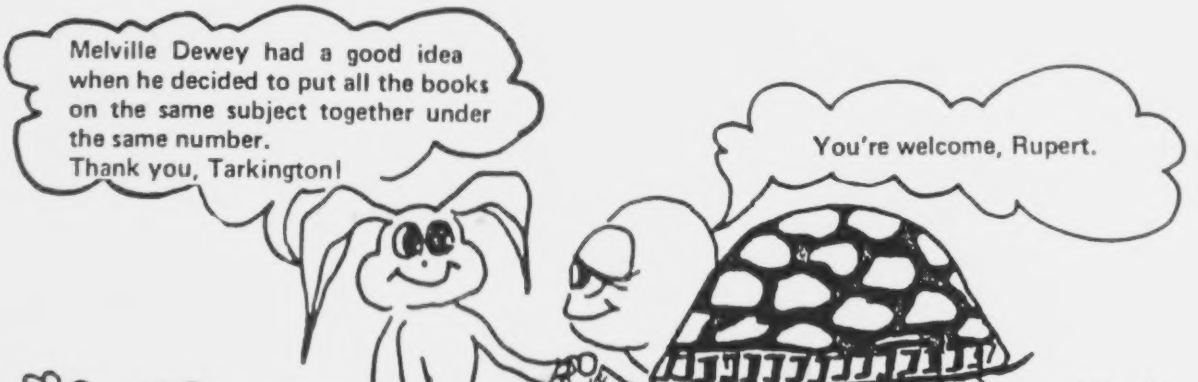
7. Find a book that would help you in writing a report on health. Its call number is __________

____________________.

8. Find a book about your state's history. Write its call number. ____________________

9. Find a book about the stars. Write its call number. ____________________

10. Find a book about religion. Write its call number. ____________________


Melville Dewey had a good idea when he decided to put all the books on the same subject together under the same number. Thank you, Tarkington!
You're welcome, Rupert.

LIBRARY SKILLS'n DRILLS
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Matching Game

I want to read these books, but I don't know who wrote them.

Place the number of the title next to its author.
Check the card catalog if you don't know the answer.

1. Rifles for Watie
2. Kavik, the Wolf Dog
3. The Secret Garden
4. The Wizard of Oz
5. Charlotte's Web
6. Treasure Island
7. Tom Sawyer
8. Dr. Doolittle
9. Johnny Tremain
10. A Wrinkle in Time
11. Stowaway to the Mushroom Planet
12. Mrs. Frisby and the Rats of NIMH
13. Little House in the Big Woods
14. Island of the Blue Dolphins
15. Homer Price

__4__ Frank Baum
_____ Robert Stevenson
_____ Hugh Lofting
_____ Frances Burnett
_____ Scott O'Dell
_____ Eleanor Cameron
_____ Robert O'Brien
_____ Harold Keith
_____ Madeleine L'Engle
_____ Robert McCloskey
_____ Laura Ingalls Wilder
_____ Esther Forbes
__2__ Walt Morey
_____ Mark Twain
_____ E. B. White

LIBRARY SKILLS 'n DRILLS
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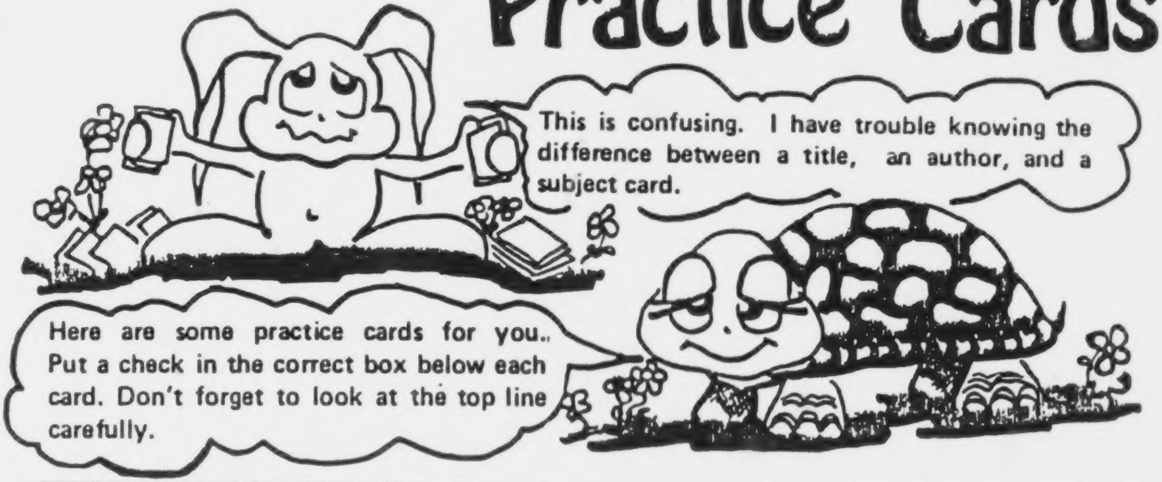
Practice Cards


This is confusing. I have trouble knowing the difference between a title, an author, and a subject card.
Here are some practice cards for you.. Put a check in the correct box below each card. Don't forget to look at the top line carefully.

Fic Key, Alexander
Key Escape to Witch Mountain.
Westminister, 1968.
172p. illus.

1.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

Mouse tales
E Lobel, Arnold
L Mouse tales. Harper,
1972.
61p. illus.

2.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

FAIRY TALES
Fic Travers, P.L.
Tra Mary Poppins. Harcourt,
1962.
206p. illus.

3.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

CATS – STORIES
E Keats, Ezra Jack
K Hi, cat! Macmillan,
1970.
unp. illus.

4.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

Fic Taylor, Theodore
Tay The cay. Doubleday,
1969.
137p.

5.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

GORILLAS
599 Fenner, Carol
Fen Gorilla, gorilla.
Random House, 1973.
unp. illus.

6.
☐ a. Author card
☐ b. Title card
☐ c. Subject card

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Card Fill-in

What is missing on these author catalog cards, Tarkington?

See if you can figure it out Rupert. Put the number of the missing part in the right block.

PARTS TO LOOK FOR:

1. Author
2. Title
3. Publisher
4. Publishing date
5. Number of pages in book
6. Illustrations in book
7. Call number

1.

Sterling, Dorothy
Ste ☐ Doubleday,
1959.
214p. illus.

2.

☐
Hen King of the Wind.
☐, 1968.
172p. illus.

3.

☐ Zim, Herbert S.
☐. Golden
Press, 1957.
160p. illus. maps

4.

Fic Sachs, Marilyn ☐
Sac Veronica Ganz. ☐
1968.
☐ illus.

5.

☐ North, Sterling
Little Rascal. Dutton,
1965.
78p. ☐

6.

Fic ☐
Chr The pool of fire.
Macmillan ☐
☐ ☐

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WHERE is the Part?

Bon
A bear called Paddington
Bond, Michael
A bear called Paddington
with drawings by Peggy
Fortnum. Houghton Mifflin,
1958.
128p. illus.
O

1. Who wrote this book?

____

DuB
Du Bois, William Pene
Twenty-one ballons;
written and illustrated
by William Pene Du Bois.
Viking Press, 1947.
79p. illus.
O

2. What is the title of this book?

____

S
FRIENDSHIP—FICTION
Steig, William
Amos & Boris. Farrar,
Straus, 1971.
unp. illus.
O

3. What is the subject of this book?

____

L
SPAIN—FICTION
Leaf, Munro
Story of Ferdinand;
illus. by Robert Lawson.
Viking Press, 1936.
unp. illus.
O

4. What is the name of the company that published this book?

____

S
Noah's Ark
Spier, Peter
Noah's Ark. illus. by
Peter Spier. Doubleday,
1977.
unp. illus.
O

5. What is the copyright date of this book?

____

Wil
Wilder, Laura Ingalls
Little house in the Big
Woods; illus. by Garth
Williams. Harper & Row,
1953.
237p. illus.
O

6. What are the call letters of this book and how many pages does it have?

Call letters	Pages
______________	________

62

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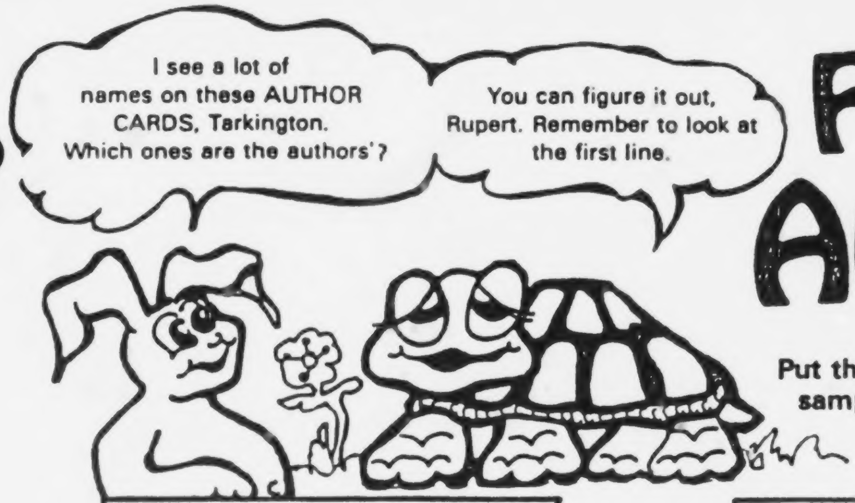
I see a lot of names on these AUTHOR CARDS, Tarkington. Which ones are the authors'?
You can figure it out, Rupert. Remember to look at the first line.

Find the Authors

Put the author's name under each sample AUTHOR catalog card.

B
Burton, Virginia Lee
Little house; story and pictures by Virginia Lee Burton. Houghton Mifflin, 1942.
40p. illus.

1. ______________________
first middle last

H
Hogrogian, Nonny
One fine day. Macmillan, 1971.
unp. illus.

4. ______________________
first last

G
Galdone, Paul
Little red hen. Seabury, 1973.
unp. illus.

2. ______________________
first last

K
Kraus, Robert
Leo the late bloomer; pictures by Jose Aruego. Windmill Books, 1971.
unp. illus.

5. ______________________
first last

H
Hoban, Russell
Birthday for Frances; pictures by Lillian Hoban. Harper & Row, 1968.
31p. illus.

3. ______________________
first last

T
Taylor, Mark
Henry the explorer; illus. by Graham Booth. Atheneum, 1966.
unp. illus.

6. ______________________
first last

When you look in the card catalog, do you look under the authors' first name, middle name, or last name? ______________________

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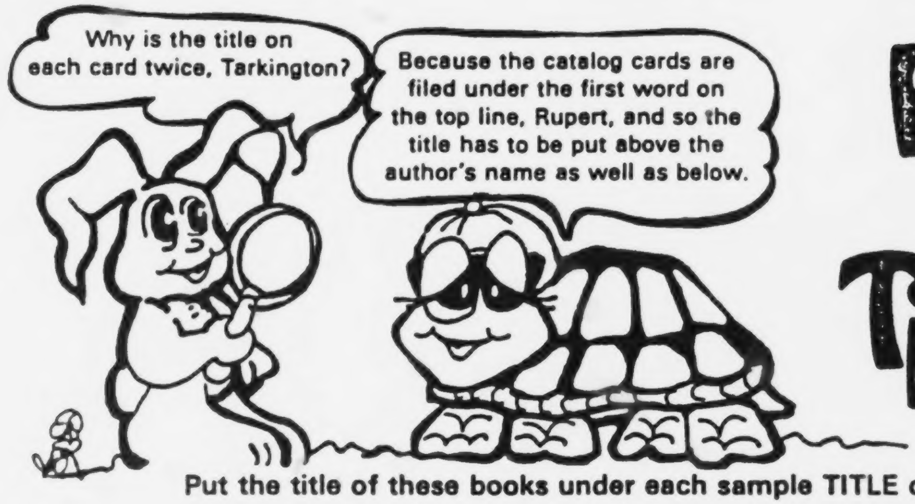
Why is the title on each card twice, Tarkington?
Because the catalog cards are filed under the first word on the top line, Rupert, and so the title has to be put above the author's name as well as below.

Find the Titles

Put the title of these books under each sample TITLE catalog card.

The biggest bear
W Ward, Lynd
The biggest bear. Houghton Mifflin, 1952.
84p. illus.

1. ______________________
title

Duffy and the devil
398.2 Zem Zemach, Harve
Duffy and the devil; a Cornish tale retold by Harve Zemach; with pictures by Margot Zemach. Farrar Straus, 1973.
unp. col. illus.

2. ______________________
title

Homer Price
McC McCloskey, Robert
Homer Price. Viking Press, 1943.
149p. illus.

3. ______________________
title

May I bring a friend?
D De Regniers, Beatrice Schenk
May I bring a friend? Illus. by Beni Montresor. Atheneum, 1964.
unp. col. illus.

4. ______________________
title

Veronica
D Duvoisin, Roger
Veronica; written and illus. by Roger Duvoisin. Knopf, 1961.
unp. illus.

5. ______________________
title

Wind in the willows
Gra Grahame, Kenneth
Wind in the willows; illus. by Ernest H. Shepard. Scribner, 1961.
259p. illus.

6. ______________________
title

Circle the word on the sample catalog cards that you would look under if you wanted to find these TITLE CARDS in your card catalog.

More Library Skills 'n Drills
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SCAVENGER HUNT

PURPOSE: To develop skill in locating author, title, and subject cards in the card catalog.

GRADE LEVEL: 3rd and 4th grades

TIME: 25 minutes

NUMBER: Best played with a maximum of 16 students

METHOD OF CHECKING: Media specialist

MATERIALS:

1) Card catalog drawers.
2) 32 3½x3½" colored posterboard clue cards. Only questions should be typed or lettered on the cards.

This man was the first president of the United States. (George Washington)

A. A. Milne wrote many books about a little bear who loved honey; who is this bear? (Winnie-the-Pooh)

October 31st is the day to celebrate this scarey holiday. (Halloween)

Under what subject would you look for a book on curses, hexes, and spells? (Witchcraft)

This man was the sixteenth president of the United States. (Abraham Lincoln)

This young girl had a wicked stepmother and two wicked stepsisters. (Cinderella)

February 14th is the day to celebrate this holiday for friends and lovers. (Valentine's Day)

Who is the red-suited man associated with the Christmas season? (Santa Claus)

Under what subject would you look for a book of recipes? (Cookery)

This author wrote many books about a beautiful black stallion. (Walter Farley)

What holiday is associated with bunnies and egg hunts? (Easter)

Irene Wood Bell & Jeanne E. Wieckert, *Basic Media Skills through Games*

At a birth celebration of a young princess, all of the fairies of the realm were present except one. (Sleeping Beauty)

Susan Lee is the author of many books on the American Revolution; find one.

Name the series of mystery books in which two brothers solve all of the cases. (Hardy Boys)

This author wrote a series of books about her frontier life as a child. (Laura Ingalls Wilder)

H. Rey wrote several books about a curious monkey. What is the monkey's name? (Curious George)

This author wrote a book about Jesse Owens, a black athlete who won four gold medals in the 1936 Olympics. (Paul G. Neimark)

Ludwig Bemelmans wrote several books about a little French girl; name her. (Madeline, etc.)

Name one book about the inventor of the telephone. (*Mr. Bell Invents the Telephone; Aleck Bell, Ingenious Boy*)

Name the author of the *Bear's Nature Guide*. (Berenstain)

Michael Bond wrote a series of books about a bear who was always getting into trouble; what is the bear's name? (Paddington)

George Franklin wrote a book about an elk; name the book. (*Rocky the Bull Elk*)

Name the author of the book claiming to be "an inside story" of the FBI. (John Joseph Floherty)

Name a fairy tale written by Frances Browne. (*Granny's Wonderful Chair*)

Glen Rounds wrote a book about American Indians; name the book. (*Buffalo Harvest*)

Who is the author of a series of books about women and how they can be employed? (Gloria Goldreich)

Name the man written about in *We Shall Live in Peace*. (Martin Luther King)

Who is the author of the story about a rabbit named Peter? (Beatrix Potter)

Under what subject would you find a book about "knock, knocks"? (Jokes)

Who is the author of the book about a mouse who rides a motorcycle? (Beverly Cleary)

(List continues on page 100)

the author of a series of science fiction stories about the TV series "Star Trek" (numbered 1 through 10). (James Blish)

3) Master list of clues and answers for the use of the media specialist.

4) Call slips and pencils for each student.

5) "Parchment" awards–game award certificates made from colored paper.

6) Large manila envelope (10x13") for the materials.

PROCEDURE:

1) Before the students arrive, arrange the card catalog drawers around the room along with call slips and pencils.

2) Divide the students into two evenly matched teams.

3) Place two clue cards for each team member on a table around which team members have gathered.

4) The media specialist reminds players that non-print material can be included.

5) Members of the team discuss under what subject they are to look in the card catalog by determining what the clues mean. Once the subjects have been determined and a list made, 1) they check with the media specialist to see that they are correct, and 2) each team member takes *two* subjects and hunts around the room for the appropriate card catalog drawer in which to look up the clue.

6) Once the subject card has been found, the player writes on the call slip the author, title, and call number of the item involved.

7) The player goes to the shelves, locates the material, and brings it back to the team table. If the material is not on the shelf, the media specialist checks the fact with the player and places the call slip on the table in lieu of the item.

8) The team to find all of their books or non-print material first will be declared winners of the hunt and will receive a "parchment" to take back to their rooms.

■ ■ ■

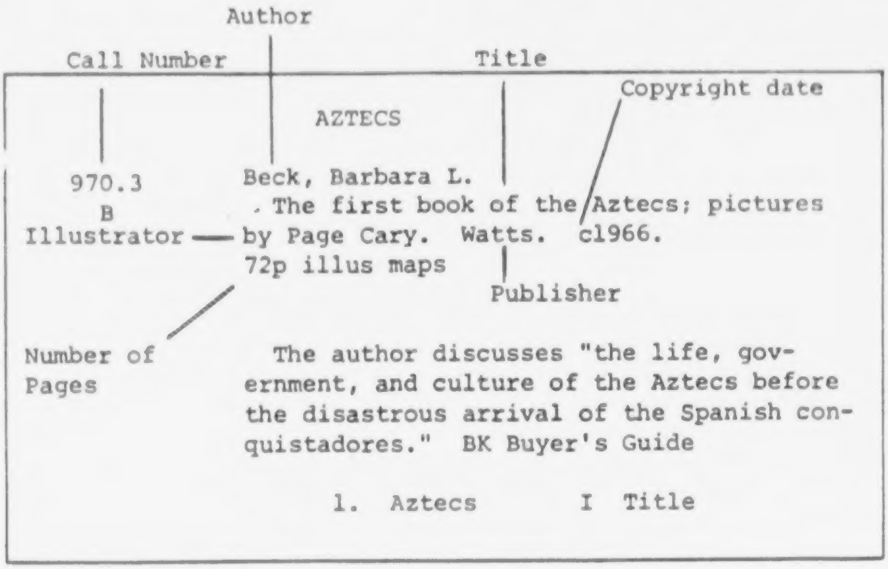
Irene Wood Bell & Jeanne E. Wieckert, Basic Media Skills through Games

AIM 30: To write bibliographic information from the card catalog by using a facsimile card to answer five questions about a book.

Full-size exercise sheet for this station is provided in kit in back of book.

30

CAN YOU FIND "BIBLIOGRAPHIC" INFORMATION ON CATALOG CARDS?


Author
Call Number
Title
Copyright date
Illustrator
Publisher
Number of Pages

AZTECS

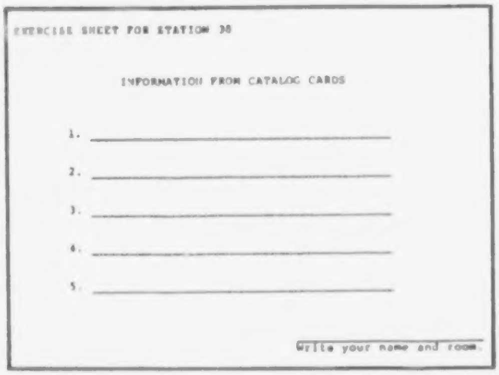
970.3
B

Beck, Barbara L.
The first book of the Aztecs; pictures by Page Cary. Watts. c1966.
72p illus maps

The author discusses "the life, government, and culture of the Aztecs before the disastrous arrival of the Spanish conquistadores." BK Buyer's Guide

1. Aztecs I Title

1. WHO DREW THE PICTURES?
2. WHAT IS DATE OF COPYRIGHT?
3. HOW MANY PAGES?
4. WHAT IS THE CALL NUMBER?
5. IS THIS PRINT OR NON-PRINT MATERIAL?



EXERCISE SHEET FOR STATION 30

INFORMATION FROM CATALOG CARDS

1. ____
2. ____
3. ____
4. ____
5. ____

Write your name and room.

Answer:
1. Page Cary 2. 1966 3. 72
4. 970.3
B
5. print

Mary Margrabe, The "Now" Library Media Center

CARD CATALOG

The card catalog is a cabinet of drawers with cards that give information about books and other materials in the library. Three kinds of cards can be found in the card catalog: AUTHOR, TITLE, and SUBJECT. That means that you can find a book through its author, its title, and many times its subject.

The titles of books are filed in alphabetical order, omitting the words "a," "an," or "the" at the beginning of the title. If you know the title of a book, you can look under that title to see if the library has the book. For example, if you want to find a book called Seven Days from Sunday look in the card catalog drawer marked "S." If the library has the book, there will be a card that looks like this:

529.2 Seven days from Sunday
G138 Galt, Thomas Franklin, 1908-
Seven days from Sunday; illus. by Don Freeman.
Crowell, 1956.
215p illus.

This includes the Teutonic legends of Thor, Woden, and Tiu, and the lesser known but astonishing story of Mithras the god unconquered by the sun. Names of the days are listed in several languages.

1. Calendars 2. Mythology I. Title

Author's names are listed last name first. If you want to find a book by Tom Galt, use his last name to see if the library has the book. For example, to find a book by Tom Galt, look in the card catalog drawer marked "G." If the library has the book, there will be a card that looks like this:

529.2
G138 Galt, Thomas Franklin, 1908-
Seven days from Sunday; illus by Don Freeman.
Crowell, 1956.
215p illus.

This includes the Teutonic legends of Thor, Woden, and Tiu, and the lesser known but astonishing story of Mithras the god unconquered by the sun. Names of the days are listed in several languages.

1. Calendars 2. Mythology I. Title

CARD CATALOG - 2

Keep in mind that some libraries separate the author/title entries from the subject cards. If that is true, you will need to look in one card catalog for either author or title (shown on the page before this one) and in another card catalog for the subject cards.

Subjects are another way to look for a book. Suppose you want to find information about a subject, but you don't have any one book that you need to find. In that case you look up the subject alphabetically. You might find a card that looks like this:

> 529.2 MYTHOLOGY
> G138 Galt, Thomas Franklin, 1908-
> Seven days from Sunday; illus by Don Freeman.
> Crowell, 1956.
> 215p illus.
>
> This includes the Teutonic legends of Thor, Woden, and Tiu, and the lesser known but astonishing story of Mithras the god unconquered by the sun. Names of the days are listed in several languages.
>
> 1. Calendars 2. Mythology I. Title

Cross references are given to you in the subject card catalog to help you find another word that means the same as your subject. For example, if a card says "see," that means that the library has classified the subject you want under a different heading and you should look under it. Or you might find books under a heading as well as a card that says "see also." "See also" means that there are more books about your subject under another heading. You should look under that heading also.

The cards in the card catalog give you information about the book that you will need for the bibliography in your paper: author, title, publisher, copyright date, and place of publication. You can also find out whether the book is illustrated (has pictures), how many pages the books has, and sometimes what the book is about. But most important is the call number, the number that you use to find the book.

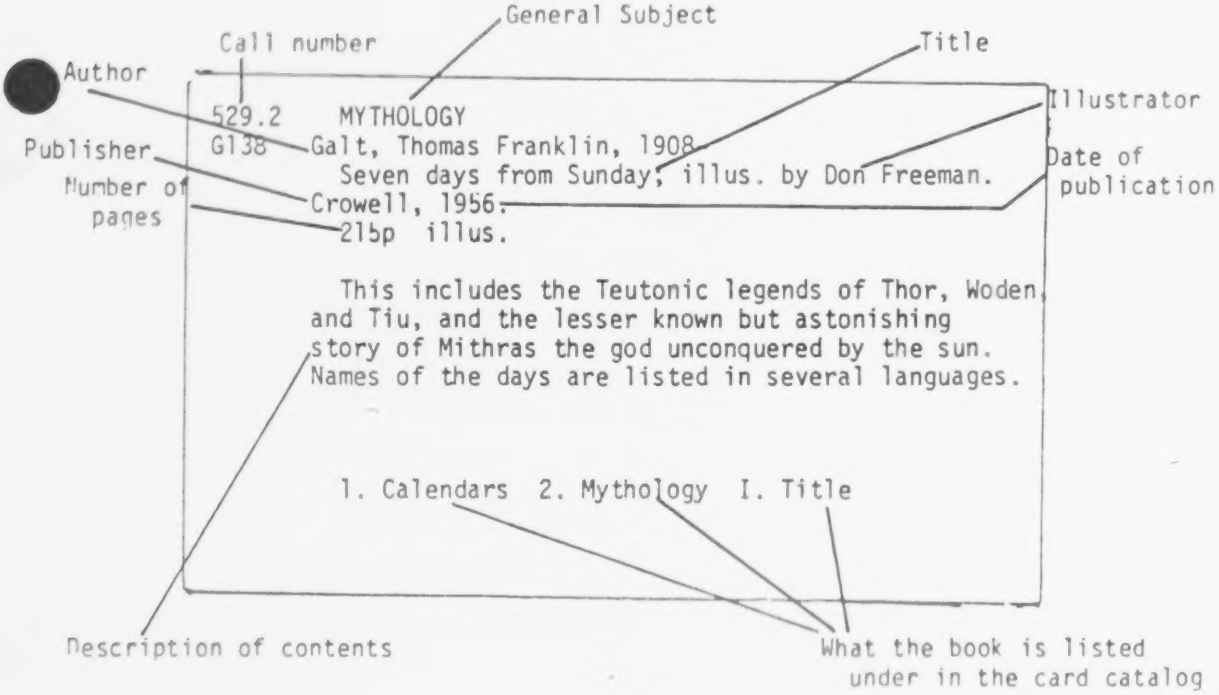
The call number for nonfiction books--the Dewey decimal classification number--may have as many as three parts.

1. Any letters written on the top indicate the general location of the book. REF means reference, for example. Other locations may be OVERSIZE (on the shelves for taller books) or DESK (Desk Collection). If the book is on the regular shelves, there will be only two parts.

2. The top number is the Dewey number. Think of this number as you would money. The number 614.36, for example, is like $614.36. It is bigger, or more, than the number $614.32. That means that you have to look further on the shelf for this book. If the number is 614.3, then add a zero (0) in your mind so that the number is 614.30. This number is less than 614.32 or 614.36, so the book will not be as far along on the shelf.

3. The third part of the call number gives you extra help in finding the book. This part of the call number combines letters with numbers. Some Dewey numbers, 301.451 for example, have so many books that it would take you a long time to find the one you wanted. Therefore, you first find the top number--the Dewey number--and then look for the bottom letter plus number. First find the letter(s) alphabetically--for example, C--and then find the number after that one. Remember that if there are only two numbers, you add a zero (0) in your mind. For example, the number C84 is the same as C840 and comes before C841.

Following is an example of a card from the card catalog. All the parts are marked so that you can identify them.



529.2 MYTHOLOGY
G138 Galt, Thomas Franklin, 1908-
Seven days from Sunday; illus. by Don Freeman.
Crowell, 1956.
215p illus.

This includes the Teutonic legends of Thor, Woden, and Tiu, and the lesser known but astonishing story of Mithras the god unconquered by the sun. Names of the days are listed in several languages.

1. Calendars 2. Mythology I. Title

General Subject
Call number
Title
Author
Illustrator
Publisher
Date of publication
Number of pages
Description of contents
What the book is listed under in the card catalog

Following are some helps for you when using the card catalog:

1. Some abbreviations are alphabetized as they would be if they were spelled out. For example, U.S. HISTORY comes before URBAN RENEWAL because the first two letters of United--UN--come before the first two letter in Urban--UR. Dr. is spelled out as Doctor, and Mr. is spelled out as Mister.

2. All the names beginning with Mc and Mac are filed together under Mac. For example, Mary McCarthy's last name begins with the letters Mc, but to find the card in the alphabetical listing, you pretend it begins with Mac.

3. Numbers are alphabetized in card catalogs as though they were words. The book 101 Dalmatians is found under the words one hundred one dalmatians. The entry B-29 BOMBER is alphabetized as if written B-TWENTY-NINE BOMBER.

4. Most subtopics in the subject card catalog are arranged alphabetically. For example, the subject PARKS without any subtopics comes first. The following subtopics for parks comes alphabetically after that: CITY PLANNING, LANDSCAPE ARCHITECTURE, and NATIONAL PARK SYSTEM, U.S.

5. Don't forget to omit the words a, an, and the at the beginning of titles when you alphabetize them.

6. Although nonfiction books are arranged numerically by Dewey Decimal Classification, fiction books are arranged alphabetically by the author's last name.

7. The drawers in a card catalog are arranged alphabetically with three letters from the first and last entry in each drawer marked on the front. In that way you can decide which drawer you need to look into. When you replace the drawers, there may be several of them pulled out which makes replacement more difficult. Each drawer has a number printed on the card that has the letters. The number may help you return the drawer to the right place in the card catalog so that others may also find the information that they need.

CARD CATALOG QUIZ

1. Arrange the following subject headings in U.S. HISTORY in the correct order used for subtopics of historical subjects. In the space to the left of the subtopic, put the number "1" beside the first subtopic, the number "2" beside the second, etc.

_______________ War of 1812

_______________ Civil War

_______________ Colonial Period

_______________ War of 1898

_______________ Revolution

_______________ 1933-1945

2. Books on the history of the United States are alphabetized in the card catalog under which of the following? Place a check beside the correct answer.

______ HISTORY

______ U.S. - HISTORY

______ HISTORY - U.S.

______ AMERICAN HISTORY

______ HISTORY, AMERICAN

______ UNITED STATES - HISTORY

3. To find a fiction book about the American Revolution, you would look under which of the following? Place a check beside the correct answer.

______ AMERICAN REVOLUTION

______ HISTORICAL FICTION

______ U.S. - HISTORY - REVOLUTION - FICTION

______ REVOLUTION - FICTION

4. List the three kinds of cards in the card catalog.

1._______________ 2._______________ 3._______________

5. What three words are omitted at the beginning of titles when you are looking for the titles alphabetically?

1._______________ 2._______________ 3._______________

CARD CATALOG QUIZ - 2

973.916 Since yesterday
A 53 Allen, Frederick Lewis, 1890-
Since yesterday; the nineteen-thirties in America, September 3, 1929-September 3, 1939. Harper & Brothers, 1940.
362p

1. U.S. - History - 20th century 2. U.S. - Social conditions 3. U.S. - Economic conditions - 1918- I. Title

Answer the following questions about the card.

1. What part of the card do you use to find the book on the shelf?
2. When was the author born?
3. How many pages does the book have?
4. What is the book's call number?
5. What is the first word used to file this card alphabetically?
6. Give the book's title.
7. How many subject areas are cards for this book filed under? List each one of them.
8. When and where was the book published?

CARD CATALOG QUIZ - 3

Fic U.S. - History - Civil War - Fiction
Bea Beatty, Patricia
I want my Sunday, stranger! Morrow, c1977.
256p

When thirteen-year-old Andrew Laney sets out alone from California to track down the Confederate soldiers who stole his prize horse, the Mormon boy crosses the continent, becomes a ferrographer's apprentice, and witnesses the Battle of Gettysburg.

1. U.S. - History - Civil War - Fiction 2. Mormons and Mormonism - Fiction I. Title

Answer the following questions about the card.

1. Name the publisher of this book.
2. Is this book illustrated?
3. Give the copyright date for this book.
4. What is the author's first name?
5. How long is this book?
6. How would you find this book on the shelf?

7. Would you like to read this book? Why or why not?

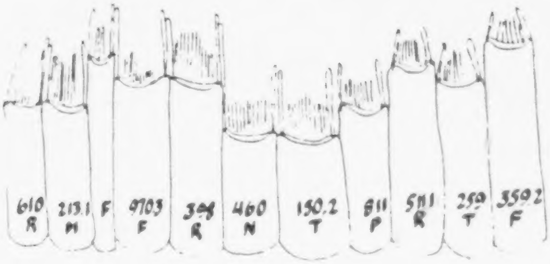
AIM 54: To list given Dewey Decimal numbers in their exact numerical order, showing in what order to locate or return material to their "homes."

Suggestion: Appendix III contains some important aids to teaching the concept of ascending order of numbers after the decimal point.

Full-size exercise sheet for this station is provided in kit in back of book.

54

DIG THESE CRAZY MIXED-UP BOOKS!

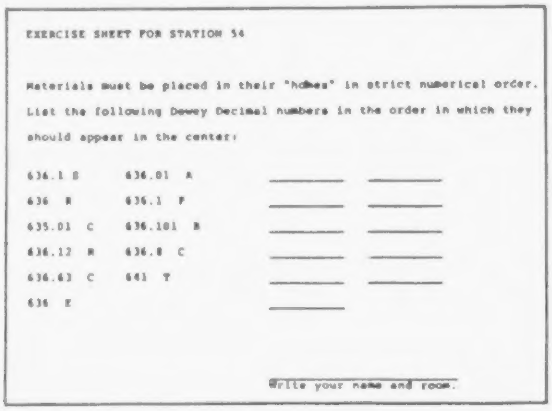


LIST THE FOLLOWING DEWEY DECIMAL NUMBERS IN THE STRICT NUMERICAL ORDER IN WHICH THEY SHOULD APPEAR ON THE SHELVES:

636.1S   636R   635.01C   636.12R

636.63C   636E   636.01A   636.1P

636.101B   636.8C   641T



EXERCISE SHEET FOR STATION 54

Materials must be placed in their "homes" in strict numerical order. List the following Dewey Decimal numbers in the order in which they should appear in the center:

636.1 S   636.01 A   ________   ________
636 R   636.1 P   ________   ________
635.01 C   636.101 B   ________   ________
636.12 R   636.8 C   ________   ________
636.63 C   641 T   ________   ________
636 E   ________

____
Write your name and room.

Answers:

35.01C   636E   636R
6.01A   636.1P   636.1S
636.101B   636.12R   636.63C
636.8C   641T

Dewey Decimal System Exercise

MYTHOLOGY MYSTERY

Fill in the blanks with the subject that matches these Dewey Decimal numbers.

Jason, Midas, Hercules, and Pan are all characters from __________292. The ancient people of __________938 and __________937 believed that gods and goddesses controlled __________551.5 and __________525. They believed they ruled the __________523.8 and __________523.4

Daedalus built __________728 and temples. After he had built a house for King Minos, Daedalus and his son Icarus were locked in a tower. They decided to escape by __________629.132. They gathered feathers from many __________598.2 to make wings. Their wings worked so well that Icarus flew too near the __________523.7. He fell into the sea and was never seen again.

King Midas was granted his wish that everything he touched would turn to gold. He walked in his garden, and the __________581 turned to gold when he touched them. His serious problems began when he discovered his __________641.3 turned to gold.

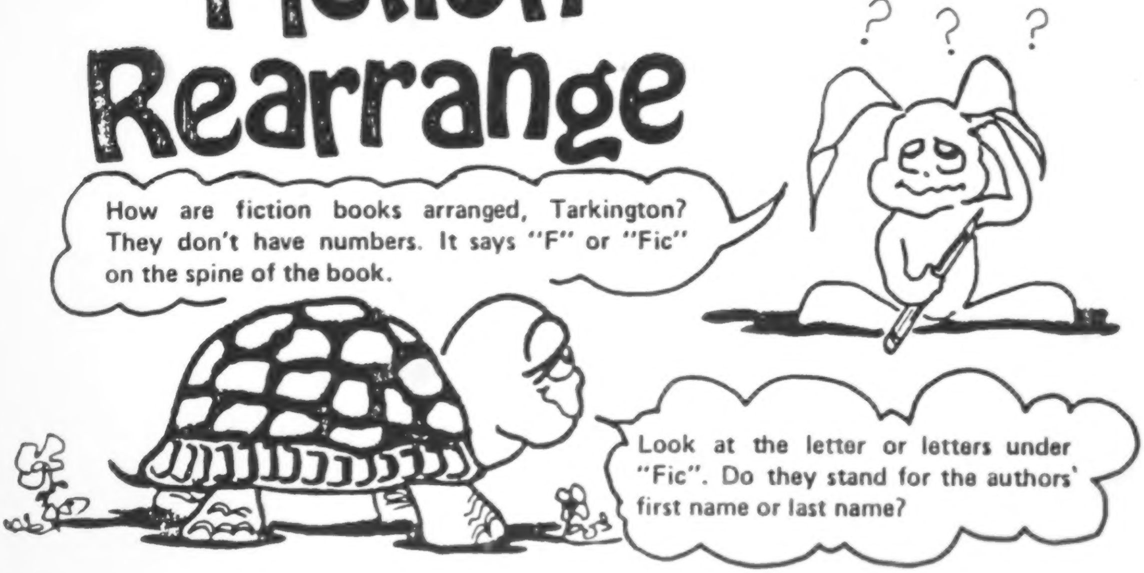
Pan was the god of __________780. He was half-goat, half man.

Hercules was very strong, and had adventures called the "Twelve Labors of Hercules." He had to kill a lion and the Hydra, which was like a __________598.1 with nine heads and nine necks. Another task was to tame a pair of __________636.1. Hercules also had to go to the underworld to get Cerberus, a three-headed __________636.7 with a dragon's tail.

CREATE YOUR OWN DEWEY DECIMAL MYSTERY FOR OTHERS TO SOLVE!

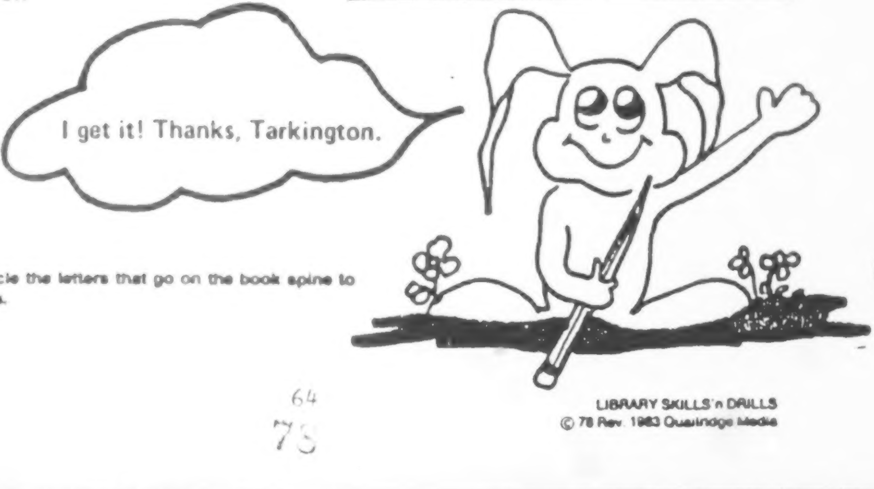
Nancy Polette, The Research Book for Gifted Programs K-8

Fiction Rearrange


? ? ?
How are fiction books arranged, Tarkington? They don't have numbers. It says "F" or "Fic" on the spine of the book.
Look at the letter or letters under "Fic". Do they stand for the authors' first name or last name?

PRETEND YOU HAVE BOOKS WRITTEN BY THE FOLLOWING AUTHORS. LIST THEM IN THE ORDER THEY WOULD BE ON THE BOOK SHELVES. THE FIRST ONE IS DONE FOR YOU.

1.	Jay Williams	1.	Louisa Alcott
2.	Louisa Alcott	2.	
3.	Judy Blume	3.	
4.	E. B. White	4.	
5.	Elizabeth Enright	5.	
6.	Laura Ingalls Wilder	6.	
7.	Eleanor Estes	7.	
8.	Walt Morey	8.	
9.	Robert McCloskey	9.	
10.	Virginia Hamilton	10.	


I get it! Thanks, Tarkington.

SUGGESTION: The student could circle the letters that go on the book spine to make up the call letters.

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THE CALL NUMBER FOR BIOGRAPHY (REVIEW)

Circle the last name of the famous person about whom the biography is written. Put a check in front of the number of each collective biography.
Assign Call Numbers to these Biographies:

920 ✓1. **Authors of Books for Young People**, by Martha Ward
W

92 2. **Geronimo**, by Charles Wilson
G

_____ 3. **Maria Tallchief**, by Tobi Tobias
_____

_____ 4. **Albert Schweitzer, Great Humanitarian**, by Elizabeth Montgomery
_____

_____ 5. **Annie Oakley and the World of Her Time**, by Clifford Alderman
_____

_____ 6. **Flying Aces of World War I**, by Gene Gurney
_____

_____ 7. **Dwight Eisenhower**, by Doris Faber
_____

_____ 8. **The Story of Clara Barton of the Red Cross**, by Jeanette Nolan
_____

_____ 9. **James J. Hill: Young Empire Builder**, by Mildred H. Comfort
_____

_____ 10. **The Life and Death of Martin Luther King, Jr.**, by James Haskins
_____

_____ 11. **The Wright Brothers**, by Charles Graves
_____

_____ 12. **Carry On, Mr. Bowditch**, by Jean Lee Latham
_____

_____ 13. **Indian Captive, the Story of Mary Jemison**, by Lois Lenski
_____

_____ 14. **Profiles in Courage**, by John F. Kennedy
_____

_____ 15. **Charles A. Lindbergh**, by William Wise
_____

_____ 16. **Jackie Robinson**, by Kenneth Rudeen
_____

_____ 17. **Great Black Americans**, by Ben Albert Richardson
_____

_____ 18. **Women Who Dared To Be Different**, by Bennett Wayne
_____

Margaret V. Beck & Vera M. Carney, Library Skills, Book Two

DEWEY DECIMAL CLASSIFICATION

All the books in the library except the fiction (which includes the novels and the short stories) are divided into ten different classes according to subject area. Each of the ten classes has a set of numbers as shown below:

000-099 - General knowledge
100-199 - Philosophy
200-299 - Religion
300-399 - Social sciences
400-499 - Language
500-599 - Pure science
600-699 - Applied science
700-799 - Arts
800-899 - Literature
900-999 - History and travel

Within each of these general classifications are specific divisions and subdivisions which are also given specific numbers. For example, the general category "History and travel" has many subdivisions, one of which is United States history during the time of John F. Kennedy, 1961-1963.

- 900---History and travel
  - 973---United States history
    - 973.9---20th century
      - 973.92---Later 20th century
        - 973.922---Administration of John Fitzgerald Kennedy

This does not mean, however, that all books about happenings between 1961 and 1963 will be in that section of the library. If you want to find a book about history of painting, you will look in the 700 section of the library. If you want a book about education during that time, you will look in the 300 section. A book about literature during the early 1960's will be found in the 800 section. For that reason you need to use the card catalog when you research a subject.

See if you can place the following subjects correctly into the general Dewey decimal classification using the chart at the top of the page.

________________ 1. history of the English Language
________________ 2. a commentary on the Old Testament of the Bible
________________ 3. a discussion of Shakespeare's Romeo and Juliet
________________ 4. an encyclopedia
________________ 5. Japanese flower-arranging
________________ 6. effects of alcohol on human health
________________ 7. major battles of World War I
________________ 8. the meaning of human life
________________ 9. abstract algebra
________________ 10. organization of the Democratic Party

DEWEY DECIMAL CLASSIFICATION

Nonfiction books are placed on library shelves according to number. The system used for this has ten major classes which are described on the following page. If you remember these ten classes, you can sometimes go to the shelves where boks of one specific subject are found. For example, if you remember that all biographies are placed in the 921 section and are arranged in 921 alphabetically according to the people that the biographies are about, you can find a book about a person easily.

The diagram below lists nine classes of the Dewey system. Check the following page to see what subject each of these nine classes includes. Write the letter of each class under its number in the box. If you get all the letters correct, they will spell words both horizontally and vertically.

000-099 General works (Encyclopedias, newspapers, bibliographies, etc.)

100-199	200-299	300-399
400-499	500-599	600-699
700-799	800-899	900-999

A - Arts

E - Technology (applied science)

G - Social sciences

M - Philosophy and related topics

N - Literature

O - Language

R - Pure sciences

T - Geography and history

U - Religion

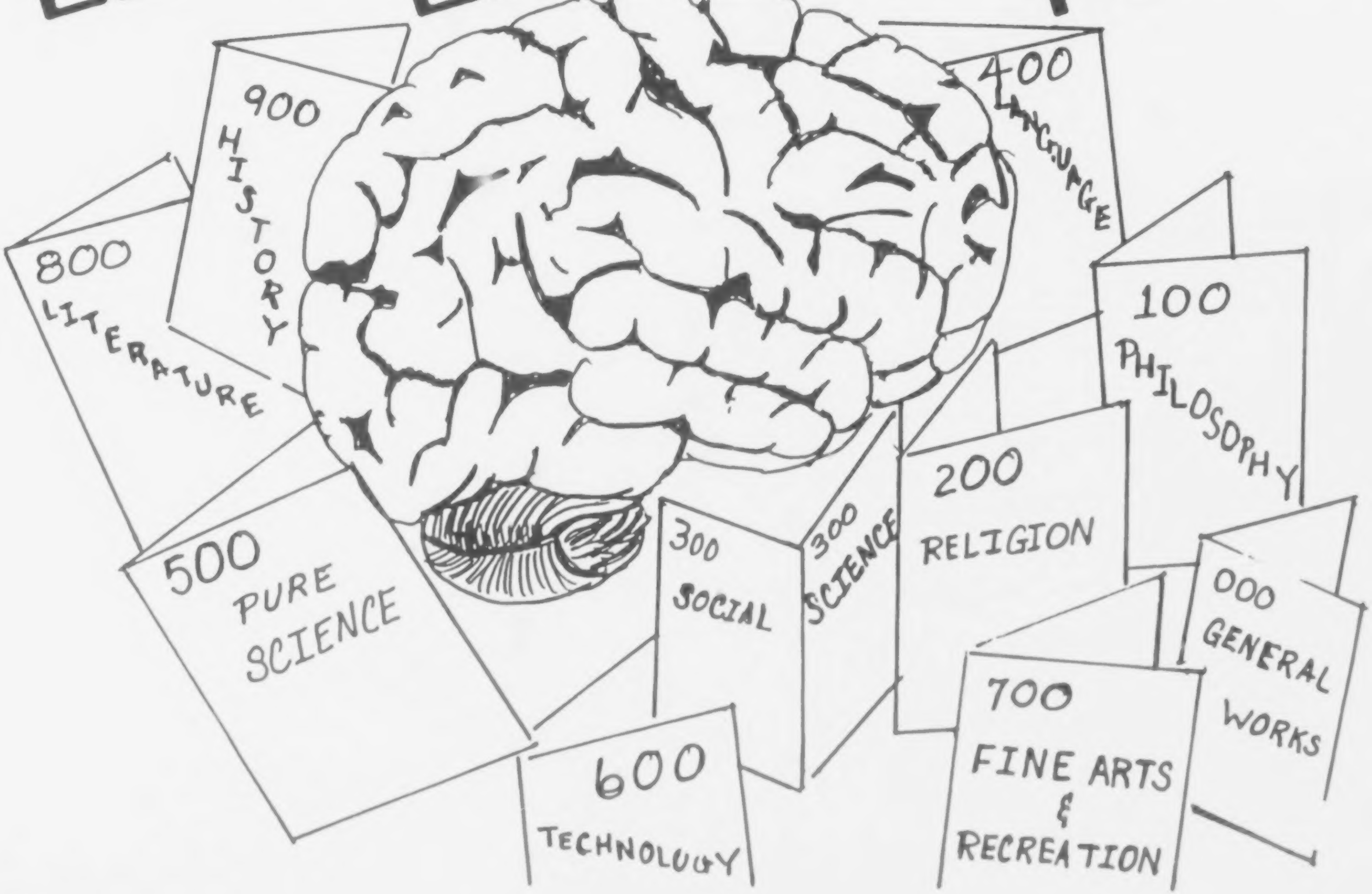
The second half of this assignemnt deals with the books on the shelves. Find one book for each of the ten major classifications in the Dewey system. Also find a biography (921), a novel (FIC), and a book of short stories (SS or SC). On the map of the library with each of the ten classification numbers listed, write below each number the subject of that number and a book title with that number.

KEY FOR DEWEY DECIMAL CLASSIFICATION

100-199 M	200-299 U	300-399 G
400-499 O	500-599 R	600-699 E
700-799 A	800-899 N	900-999 T

1. 400-499
2. 200-299
3. 800-899
4. 000-009
5. 700-799
6. 600-699
7. 900-999
8. 100-199
9. 500-599
10. 300-399

BOOKS BUILD BRAIN POWER


900
HISTORY
800
LITERATURE
400
LANGUAGE
100
PHILOSOPHY
500
PURE
SCIENCE
300
SOCIAL
300
SCIENCE
200
RELIGION
000
GENERAL
WORKS
600
TECHNOLOGY
700
FINE ARTS
&
RECREATION

GUIDE for
ENCYCLOPEDIA USE

QUESTIONS THEY ANSWER

An encyclopedia is designed to answer briefly the questions:

WHO? WHAT? HOW? WHEN? WHERE?

They usually do not answer the question WHY?

ARRANGEMENT

Encyclopedias are arranged in alphabetical order by the subjects and the last names of famous persons.

TIPS TO EFFICIENT USE

Choose the right key word in your question or topic.

Make sure you have the right volume.

Follow the guide words at the top or bottom of the pages.

Look at the box with facts in brief or list of facts section.

Look at the illustrations, charts, graphs, diagrams, and maps.

Read the captions under the illustrations, charts, graphs, diagrams, and maps.

Use the headings and subheadings. (All in dark print)

Use the related readings list, cross references ("see " and "see also") bibliographies, and indexes.

Use the encyclopedia yearbooks for information on events that happened after the encyclopedia was published.

RESEARCH SKILLS

Make an outline of the information you want to find.

Use the outline at the end of some articles in some encyclopedias as a guide.

Skim the article to look for specific information.

Take brief notes, using your own words.

Write down the name of the encyclopedia, publication date, volume number, and page number for your bibliography and in case you need to look up your topic again for additional information.

More Reference Skills 'n Drills
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WHICH WORD?

Sometimes it is hard to know what name or subject to look under when you want to find certain information in an encyclopedia. Do you look under the first name or the last name of a person? Do you look under the subject or a related subject or both? Does the encyclopedia have a different title for a subject and do all encyclopedias use the same titles? These questions can be answered by doing the following exercise. Circle the word you think you would find the information under and then look in an encyclopedia and see if you are correct.

IF YOU WANT TO FIND INFORMATION ABOUT:	CIRCLE THE WORD YOU WOULD LOOK UNDER FIRST
Daniel Boone	Daniel or Boone
Robin Hood	Robin or Hood
The 35th President of the U. S., John F. Kennedy	President or John or Kennedy
Butterflies	Butterflies or Insects
Whales	Whales or Fish or Mammals
Trains	Trains or Railroads
Railroads	Railroads or Transportation
Who invented the telephone	Telephone or Inventions
The War between the States	War or Civil War or United States History
Farming in different parts of the world	Farm life or Farm and Farming or Farming and Farm Life or Agriculture
Farming in Japan	Agriculture or Japan or Farm Life or Farm and Farming or Farming and Farm Life
Good Books for Children	Books or Children's Literature or Literature for Children

CHECK YOUR ANSWERS BY LOOKING IN AN ENCYCLOPEDIA!

Name of encyclopedia used ______________________________

86

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Underline the word under which you will most likely find the following information in the encyclopedia. Then write the letter of the volume of the encyclopedia in the blank.

Volume **Subject**

_______ 1. The uses of atomic energy

_______ 2. The history of the Republican Party

_______ 3. The birthplace of President Franklin D. Roosevelt

_______ 4. The members of the North Atlantic Treaty Organization

_______ 5. The population of New Zealand

_______ 6. The location of the Indian Ocean

_______ 7. The population of St. Louis, Missouri

_______ 8. The birthday of Queen Elizabeth II of Great Britain

_______ 9. The nationality of Sir Isaac Newton

_______ 10. The uses of guided missiles

_______ 11. The location of Rocky Mountain National Park

_______ 12. The rules for playing ice hockey

_______ 13. The history of motion pictures

_______ 14. The number of post offices in the United States

_______ 15. President U. S. Grant's middle name

_______ 16. The location of Prince Edward Island

_______ 17. The author of the book, **The Hunchback of Notre Dame**

_______ 18. The causes of typhoid fever

_______ 19. The name of the president of Mexico

_______ 20. The difference between a meteor and a meteorite

_______ 21. George Frederick Handel's most famous composition

_______ 22. The members of the Organization of American States

_______ 23. The length of the Golden Gate Bridge

_______ 24. The population of the state of Minnesota

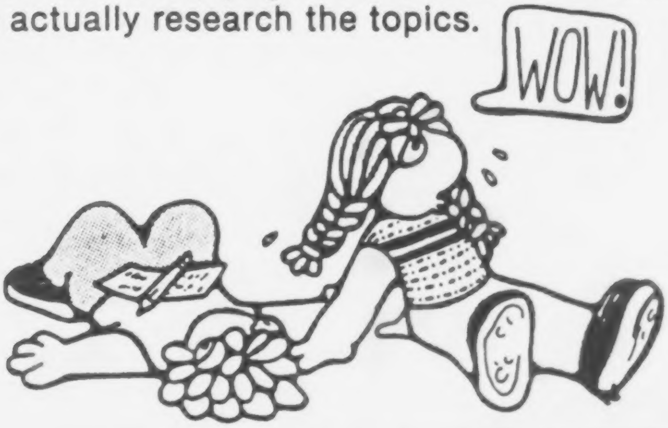
_______ 25. What is the Milky Way?

Marion L. Welken, Library Skills, Book Four

THE INDEX

NAME ______________________

Look in the index of any good encyclopedia and find out where information on each of the following can be found. Be certain to indicate volume number, page number and column. It is not necessary to actually research the topics.

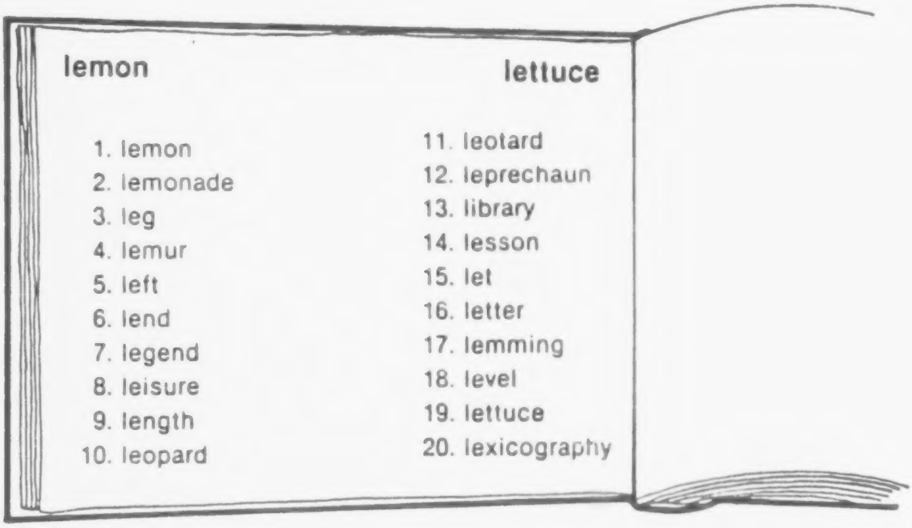


	VOLUME #	PAGE #	COLUMN
How the Gulf Stream affects our imate			
Ancient Egyptian Art			
The effects of the Boll Weevil on cotton in the South			
Royal Canadian Mounted Police			
Wild Bill Hickok			
The fauna and flora of the Himalayas			
The story behind Joan of Arc			
The animals found on Java			
The story behind the Statue of Liberty			
Fascism under Mussolini			

Jerry Aten, Prime Time Life Skills

Between the Guide Words

Remember, the words on a dictionary page are arranged in alphabetical order and fit in between the two GUIDE WORDS at the top of a dictionary page. Cross out the words listed below that do not fit in the columns.



lemon **lettuce**

1. lemon
2. lemonade
3. leg
4. lemur
5. left
6. lend
7. legend
8. leisure
9. length
10. leopard
11. leotard
12. leprechaun
13. library
14. lesson
15. let
16. letter
17. lemming
18. level
19. lettuce
20. lexicography

There should be twelve words left. They will be arranged in alphabetical order if you crossed out the words that did not belong between the guide words.

The first word should be ______________________________.

The last word should be ______________________________.

The first and last words are the same as the ______________________________ words.

Reference Skill 'n Drills

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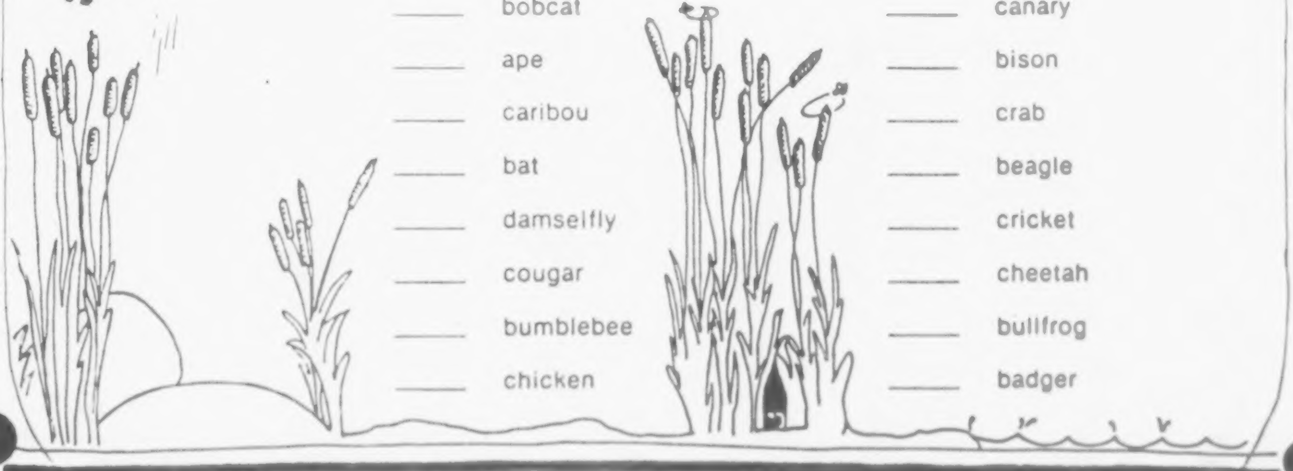
Pick an Animal **Guide** Word

All of the entry words on a dictionary page fit in alphabetical order between the two GUIDE WORDS at the top of the page. Below are four sample sets of GUIDE WORDS.

SET 1	**ant—bee**	**SET 3**	**buzzard—chimpanzee**
SET 2	**beetle—butterfly**	**SET 4**	**chipmunk—deer**

Put the sample guide word set number that the words listed below would go between if they would be put on a dictionary page. The first one is done for you.

SET NO.	2	bug	SET NO.	____	bear
	____	crow		____	buffalo
	____	beaver		____	calf
	____	camel		____	coyote
	____	armadillo		____	barracuda
	____	crayfish		____	condor
	____	blackbird		____	boa
	____	cat		____	bird
	____	baboon		____	auk
	____	crocodile		____	cobra
	____	bobcat		____	canary
	____	ape		____	bison
	____	caribou		____	crab
	____	bat		____	beagle
	____	damselfly		____	cricket
	____	cougar		____	cheetah
	____	bumblebee		____	bullfrog
	____	chicken		____	badger



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MAGAZINES

Magazines are up-to-date and express a variety of opinions. Magazines are sometimes referred to as periodicals because they are published at regular intervals, weekly, monthly, bimonthly, or quarterly.

Select a Magazine.

Examine a magazine and fill in the following information:

Name of the magazine ______________________________

Does the magazine have a table of contents? ______________________________

Are the contents listed by departments? ______________________________

What kinds of reading (department headings) are contained in the magazine?

______________ ______________ ______________

______________ ______________ ______________

Does the magazine have an index? ______________________________

How often is it printed? ______________________________

What is the copyright date? ______________________________

What is the cost of a single copy? __________

What is the cost for a yearly subscription? __________

What would you pay for this magazine if you lived in Canada? ______________

Where was the magazine published? ______________________________

The person in charge of writing and publishing a magazine is called an editor. Who is the editor of this magazine? ______________________________

VOLUME: All copies of a magazine published during one year.

NUMBER: Each copy of a magazine is numbered beginning with 1 for the first copy of the year, 2 the next, etc.

What is the volume of your magazine? __________

What is the number? __________

In some periodicals the numbering of the pages is continuous for the entire year. Is the paging continuous in this magazine? __________

Margaret V. Beck & Vera Pace Carney, *Library Skills, Book Three*

MAGAZINE SURVEY WORKSHEET

1. Name of the magazine:
2. Date of magazine:
3. Cost of magazine:
4. Description of cover:
5. What does cover tell the reader about the inside of the magazine?
6. Length (number of pages) of this magazine:
7. Number of articles in magazine:
8. List three articles in magazine:
9. List three departments or sections in magazine:
10. What kinds of illustrations are in the magazine (drawings, photographs, etc.)?
11. Are these color or black and white? Describe the quality and interest level.
12. Who would want to read this magazine (age, sex, interest, economic level)?
13. List five tems advertised in the magazine.
14. Select an d that catches your interest. Then describe it.

MAGAZINES AND READERS' GUIDE

Even a brand-new book is at least several months old because it takes a long time to edit a manuscript, have it set in type, proofread it, and send it out to be printed and bound. And of course, that's not counting the months or even years it took the author to write the book, and the library to buy the book. This means that if you need current, up-to-date information on your subject, you have to find some recent articles in magazines and newspapers.

Magazines of all kinds are kept in a library. Some kinds of magazines include sports, fishing, cars, hobbies, crafts, music, gardening, beauty, fashions, business and jobs. There are also news magazines. Some magazines are for teenagers and some for adults. There are many magazines for homemakers, collectors, and other interests. Magazines are published at regular time periods--every week, month, or several times a year. All have many articles.

To find magazine articles, look your subject up in the Readers' Guide to Periodical Literature. The Guide is a continuing index issued in pamphlet form every two weeks (except once a month in February, July, and August). Each paperbound booklet contains titles of magazine articles published during the preceding several weeks. After every three months, the two-week pamphlets are combined to make a quarterly booklet. At the end of each year, the listings in the booklets are combined in a hard-bound volume. That's why the Guide is called a cumulative index; it continues to add new information with the old listings.

The listings in the Readers' Guide are alphabetical. Each article is listed once under a subject heading and a second time under the author's name. Short stories are listed by author and by title under the heading "Short Stories."

To save space, magazine titles and other frequently-used words are abbreviated. A list of the approximately 180 magazines indexed and the abbreviations used is found in the front of each Readers' Guide. For example, BET HOM & GARD stands for Better Homes and Gardens. SPORTS ILLUS stands for Sports Illustrated. The book also abbreviates the months of the year. Here are the 12 abbreviations for months, in order: Ja, F, Mr, Ap, My, Je, Jl, Ag, S, O, N, and D.

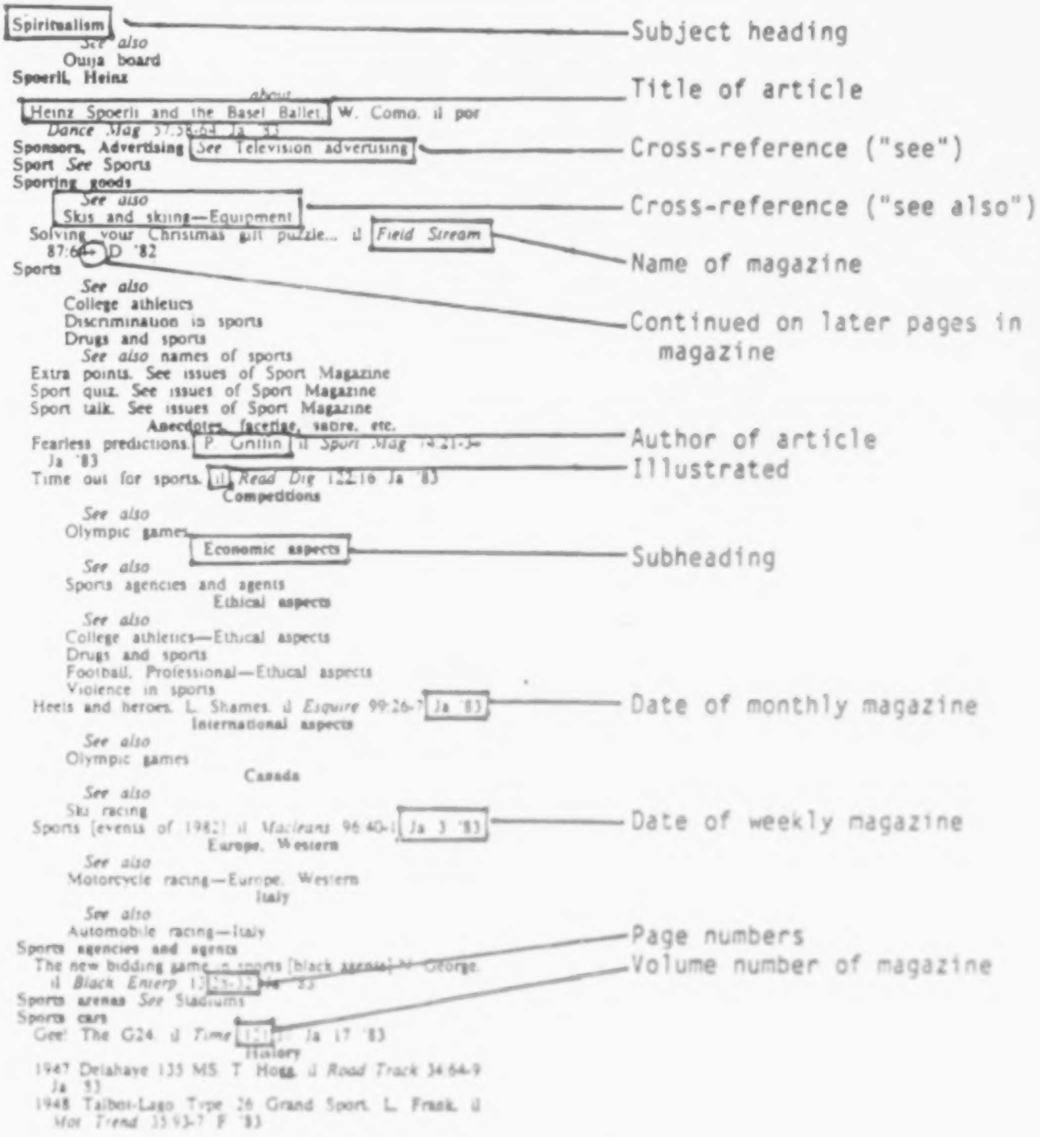
Subjects with many articles are narowed by subheadings. For example, under "SPORTS" you may find such subheadings as "Competition," "Economic aspects," and "International aspects." (See the sample page following.) Main headings are in capital letters in boldface type at the left of the column. Subheadings are in boldface type in the middle of the column.

Cross-references ("see" and "see also") are used. A "see" reference tells you to look at another subject heading for the information. A "see also" reference refers you to other subjects as well as the one you are looking up--subjects which also might contain some information on the subject in which you are interested.

Your library could not possibly buy all the magazines which are listed in the Readers' Guide. To find the magazines which your library does subscribe to, ask for the list. Look up the magazine name alphabetically. If the magazine is listed, look after the name to see the years that the library has in its files. If there is just one year given with a dash after that year (for example, 1978-), then the library began subscribing to the magazine in that year (1978) and still continues to get the magazine and keep it.

Libraries keep the Readers' Guide in a special place where you can easily find them--usually on a table. To save space, old issues may be stored in a separate place. Many libraries have issues of magazines such as Time, Newsweek, and Readers' Digest for twenty years past. If you want to find more information about a news event in the 1960's and 1970's, ask a librarian for back issues of Readers' Guide.

Below is an excerpt from a READERS' GUIDE page. On the right are the parts of the READERS' GUIDE which were described on the page before. This page also explains some of the common abbreviations.


Subject heading
Title of article
Cross-reference ("see")
Cross-reference ("see also")
Name of magazine
Continued on later pages in magazine
Author of article
Illustrated
Subheading
Date of monthly magazine
Date of weekly magazine
Page numbers
Volume number of magazine

Spiritualism
See also
Ouija board
Spoerli, Heinz
about
Heinz Spoerli and the Basel Ballet. W. Como. il por *Dance Mag* 57:58-64 Ja '83
Sponsors, Advertising *See* Television advertising
Sport *See* **Sports**
Sporting goods
See also
Skis and skiing—Equipment
Solving your Christmas gift puzzle... il *Field Stream* 87:64+ D '82
Sports
See also
College athletics
Discrimination in sports
Drugs and sports
See also names of sports
Extra points. See issues of Sport Magazine
Sport quiz. See issues of Sport Magazine
Sport talk. See issues of Sport Magazine
Anecdotes, facetiae, satire, etc.
Fearless predictions. P. Griffin il *Sport Mag* 74:21-3+ Ja '83
Time out for sports. il *Read Dig* 122:16 Ja '83
Competitions
See also
Olympic games
Economic aspects
See also
Sports agencies and agents
Ethical aspects
See also
College athletics—Ethical aspects
Drugs and sports
Football, Professional—Ethical aspects
Violence in sports
Heels and heroes. L. Shames. il *Esquire* 99:26-7 Ja '83
International aspects
See also
Olympic games
Canada
See also
Ski racing
Sports [events of 1982] il *Macleans* 96:40-1 Ja 3 '83
Europe, Western
See also
Motorcycle racing—Europe, Western
Italy
See also
Automobile racing—Italy
Sports agencies and agents
The new bidding game in sports [black agents] [illegible] George. il *Black Enterp* 13:25-32 [illegible] '83
Sports arenas *See* Stadiums
Sports cars
Gee! The G24. il *Time* 121:[illegible] Ja 17 '83
History
1947 Delahaye 135 MS. T. Hogg. il *Road Track* 34:64-9 Ja '83
1948 Talbot-Lago Type 26 Grand Sport. L. Frank. il *Mot Trend* 35:93-7 F '83

WORKSHEET

Use your copy of the Abridged Readers' Guide to Periodical Literature to help you answer the questions about the entry below that was taken from the Abridged Readers' Guide.

SPORTS

See also
College athletics
Recreation
Competitions

Flying high! [gymnasts at the Junior Olympics]
C. Rindner. il Seventeen 40:46 Ap '81

1. Magazine Name ______
2. Subject ______
3. Date ______
4. See also Subjects ______
______
5. Article Title ______
6. Volume ______
7. Author ______
8. Subheading ______
9. Page Number ______
10. What is "Flying High" about? ______
______

Marian E. Karpisek, Making Self-Teaching Kits for Library Skills

USING THE READERS' GUIDE

Below is a sample entry from the passage before showing what each part of the entry is.

illustrated volume
1947 Delahaye 135 MS. T. Hogg. il Road Track 34:64-69 Ja '83

Title Author Magazine name pages date

This means that the article "1947 Delahaye 135 MS" was written by T. Hogg and appeared in the magazine Road and Track with illustrations on pages 64 to 69 in the January 1983 issue which was part of volume 34.

Now you are to find articles in the Readers' Guide. Pick any issue to find the information needed to fill in the blanks below.

TOPIC	TITLE OF ARTICLE	MAGAZINE NAME (not abbreviated)	VOLUME	PAGES	DATE	IN LIBRARY?
Drag racing						
Rock music						
Dieting						
Fishing						
Sports						
Motorcycles						
Automobiles						
Telephone						
Video games						
Motion pictures						
Evolution						
Robots						
Emotions						

WORKSHEET

Use your copy of the Abridged Readers' Guide to Periodical Literature to help you answer the questions about the entry below that was taken from the Abridged Readers' Guide.

SPORTS

See also
College athletics
Recreation
Competitions

Flying high! [gymnasts at the Junior Olympics]
C. Rindner. il Seventeen 40:46 Ap '81

1. Magazine Name ______
2. Subject ______
3. Date ______
4. See also Subjects ______

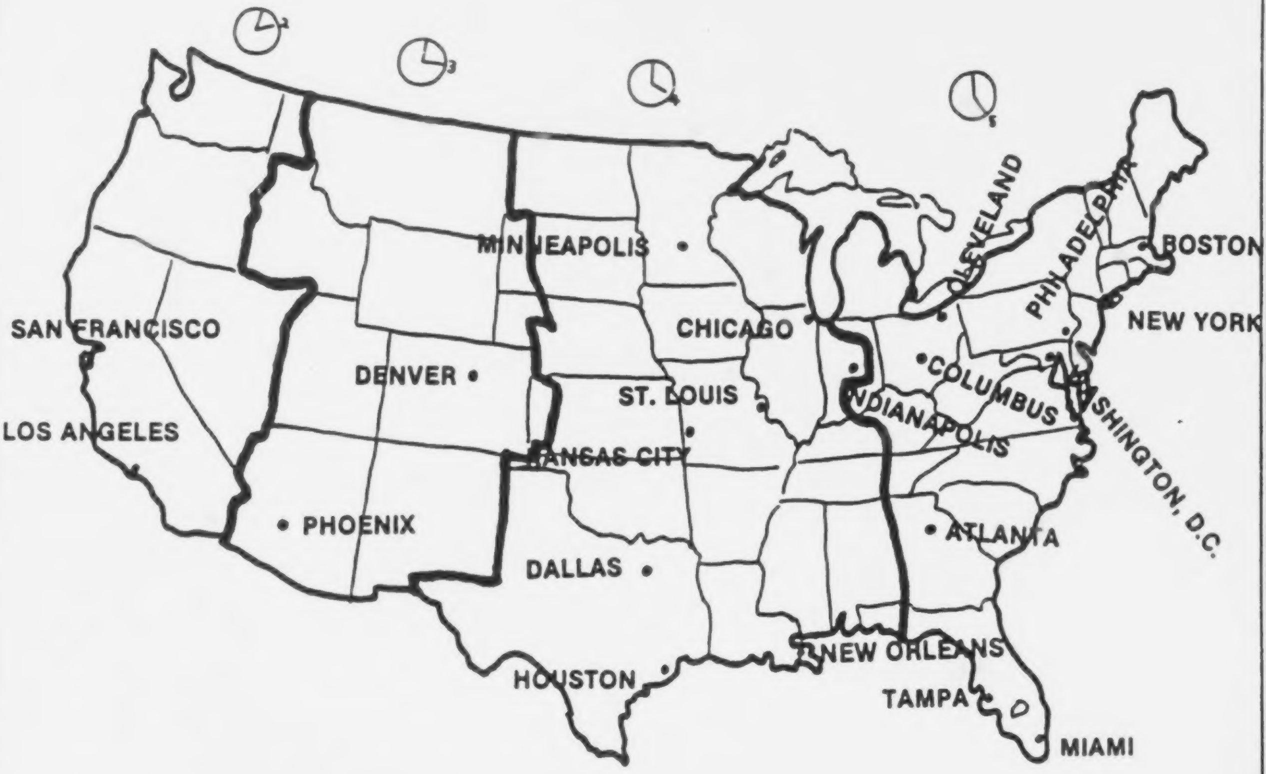
   ______
5. Article Title ______
6. Volume ______
7. Author ______
8. Subheading ______
9. Page Number ______
10. What is "Flying High" about? ______

    ______

Marian E. Karpisek, Making Self-Teaching Kits for Library Skills

CHANGING TIMES

We all know that the time is not the same everywhere in the world at the same time. The earth spins on its axis once each day giving us night and day. It is moving in an east-to-west direction. That means that people living in the eastern part of the United States have sunlight before those living in the West. If we do not include Alaska and Hawaii, the United States has four different time zones. When we move into a different time zone, we must either add an hour or subtract an hour, depending on which way we have gone. Look at the clocks above the map of the United States, and then answer the questions on the next page.


2
3
4
5
MINNEAPOLIS
CLEVELAND
PHILADELPHIA
BOSTON
NEW YORK
SAN FRANCISCO
CHICAGO
DENVER
COLUMBUS
ST. LOUIS
INDIANAPOLIS
WASHINGTON, D.C.
LOS ANGELES
KANSAS CITY
PHOENIX
ATLANTA
DALLAS
NEW ORLEANS
HOUSTON
TAMPA
MIAMI

CHANGING TIMES

NAME ____________________

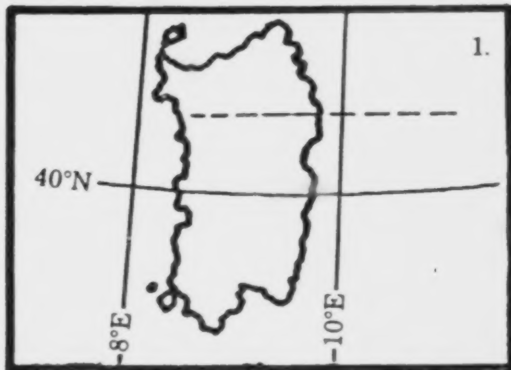
1. If it is 5:00 in Chicago, what time is it in New York City? ____________
2. If it is 2:00 in Los Angeles, what time is it in Denver? ________
3. If it is 1:30 in Houston, what time is it in Chicago? _________
4. In Philadelphia it is 4:30. What time is it in Denver? ________
5. In Phoenix it is now 1:00. What time is it in Miami? _________
6. If it says 8:00 on a clock in Boston, what time is it in New Orleans? __________
7. If it is 2:00 in Miami, what time is it in Chicago? __________
8. If it is 4:00 in New Orleans, what time is it in Cleveland? _________
9. In Atlanta it is 9:30. What time should the clocks read in our nation's capital? _________
10. It is 3:15 in Dallas. What time is it in Philadelphia? _________
11. In Los Angeles it is 11:00. What time should the clocks read in Washington, D.C.? _________
12. If it is 12:30 in Tampa, what time is it in San Francisco? _________
13. In Philadelphia it is 8:15. What time is it in Denver? ________
14. How many hours difference between "New York time" and "Los Angeles time"? __________
15. Clocks in Minneapolis say it is 10:45. What do the clocks in Indianapolis say? __________
16. In Kansas City it is 4:00. What time is it in St. Louis? ________
17. The clock in Phoenix says 10:15. What is the correct time in Atlanta? _________
18. How much difference in time between "Minneapolis time" and "Philadelphia time"? _________
19. "St. Louis time" says that it is 11:45. What do the clocks say in Tampa? _________
20. What is the difference between "Denver time" and "Washington, D.C. time"? _________

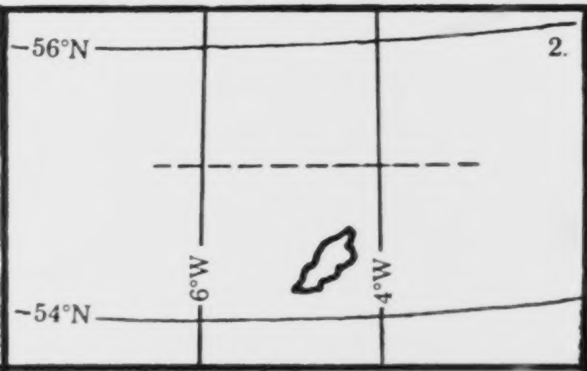
Jerry Aten, Prime Time Life Skills

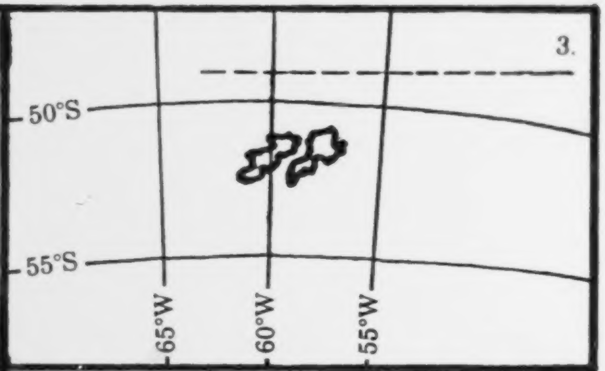
Sarah M. Elsesser. The Library Skills 84 Individualized Learning Center

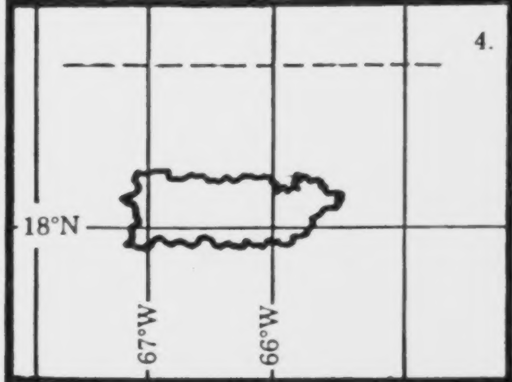
USE AN ATLAS TO FIND THESE
ISLANDS. WRITE THE NAME
OF THE ISLAND ON THE
DOTTED LINE.

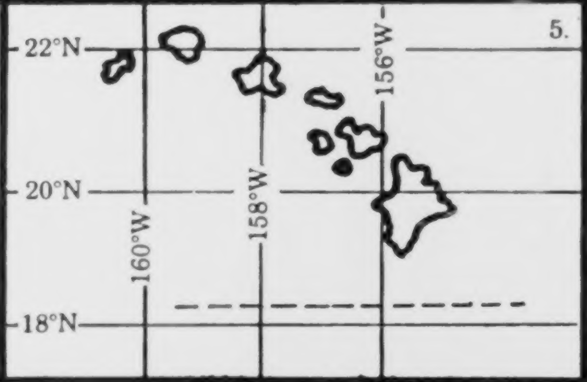
LOCATE YOUR ISLAND

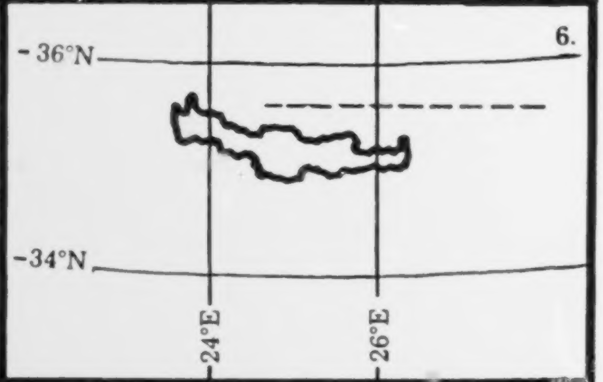


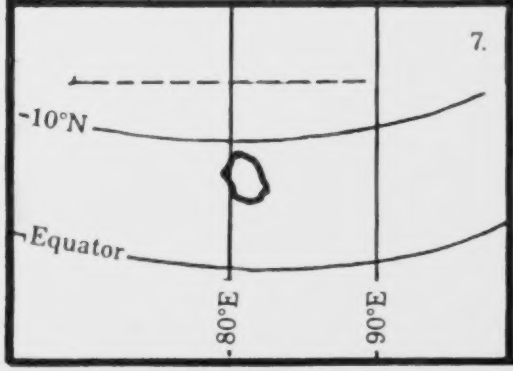

2.
56°N
54°N
6°W
4°W

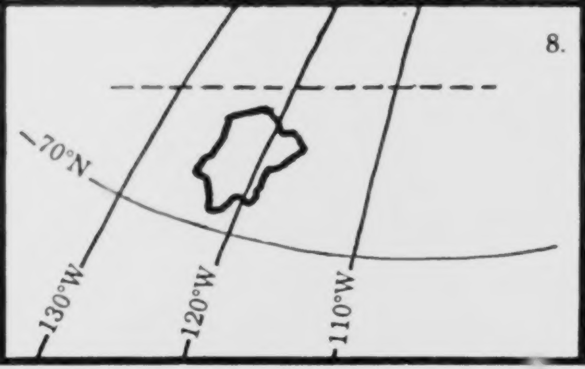

3.
50°S
55°S
65°W
60°W
55°W

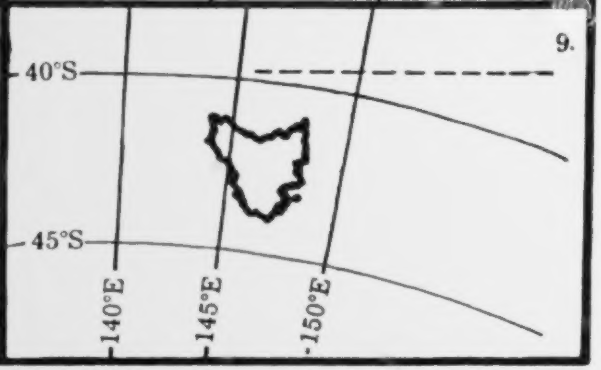

4.
18°N
67°W
66°W


5.
22°N
20°N
18°N
160°W
158°W
156°W


6.
36°N
34°N
24°E
26°E


7.
10°N
Equator
80°E
90°E


8.
70°N
130°W
120°W
110°W

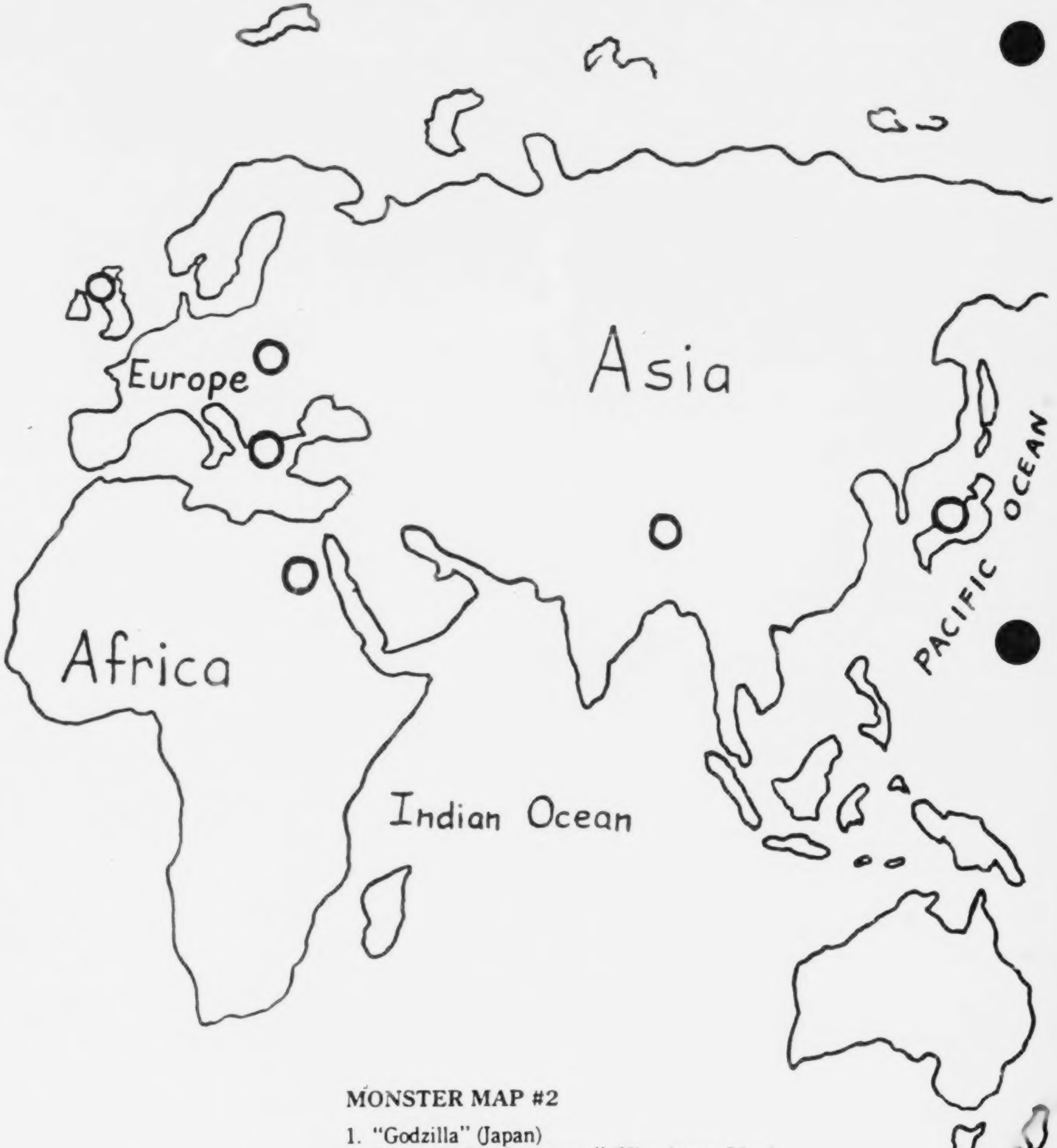

9.
40°S
45°S
140°E
145°E
150°E

—— Longitude Lines
Meridians

—— Latitude Lines
Parallels

N – North
S – South

E – East
W – West


Europe
Asia
Africa
Indian Ocean
PACIFIC OCEAN

MONSTER MAP #2

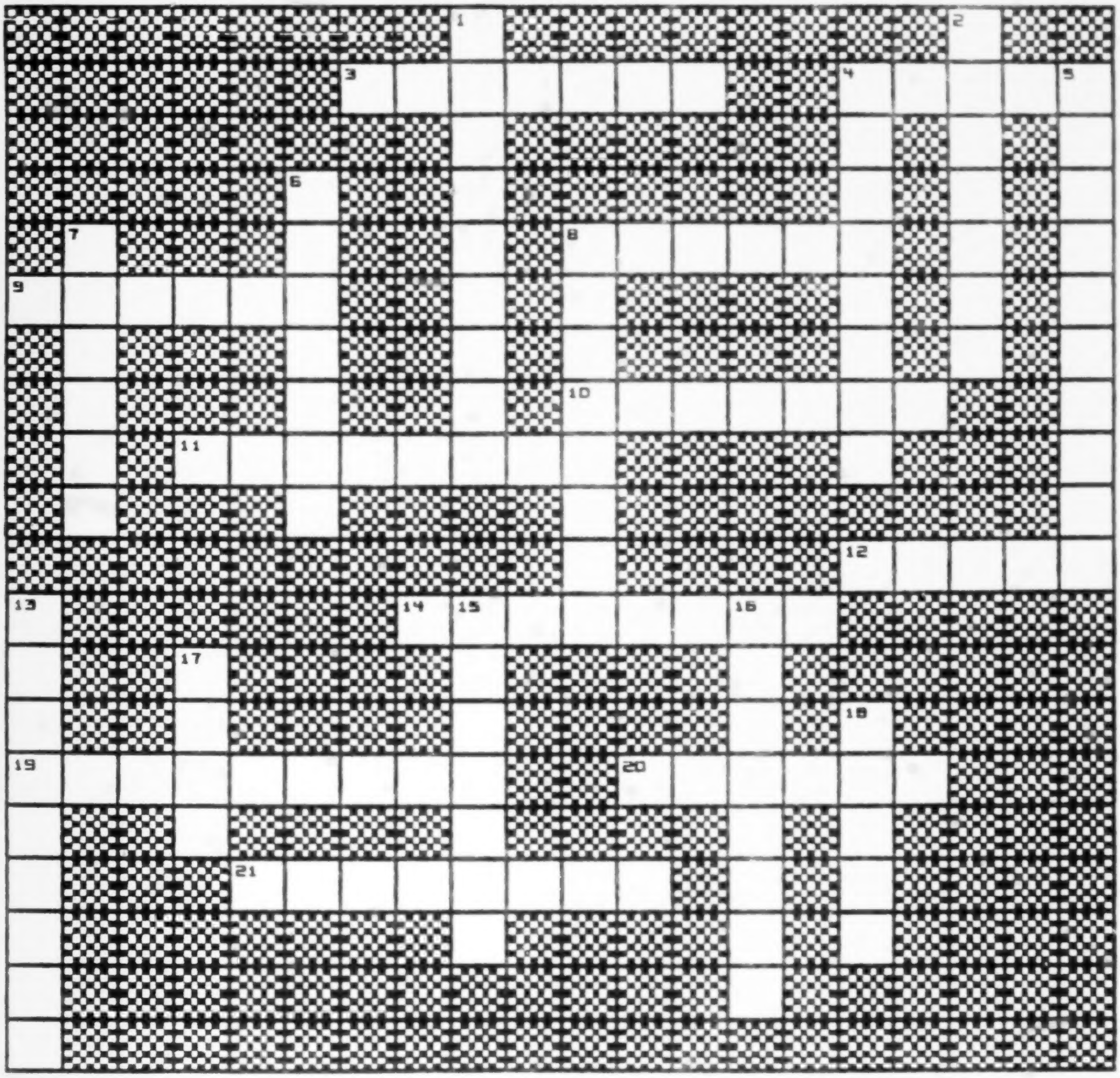
1. "Godzilla" (Japan)
2. "Abominable Snowman" (Himalayan Mts.)
3. "The Mummy" (Egypt)
4. Loch Ness Monster (Scotland)
5. Hydra (Greek mythology)
6. "Moa" (New Zealand)
7. "Dracula" (Transylvania)

Jane E. Hahn and Virginia T. Mealy, The Monster Research Book

TEACHING MAP COORDINATES WITH CROSSWORD MAGIC

1. You need to obtain enough copies of an Arizona map to cover half your largest class. I used ARIZONA HIGHWAYS maps but any would do as long as they are all alike. Students work in pairs, mainly because of the size of the maps.
2. The sample crossword uses riddles for the names of Arizona towns, but one could be designed around historical or geographical questions of any kind. The coordinates depend on the map used.
3. Students learn not only how coordinates work, but also that coordinates are not exact pinpoints on a map.
4. A meaningful, fun activity for the middle grades.
5. CROSSWORD MAGIC is available for the Apple, Atari, Commodore and IBM computers.

AZ PLACE NAMES



ACROSS CLUES

3. Fabulous bird (H-6)
4. Vends (K-7)
8. Biblical dancer (G-3)
9. When you give your child his allowance. (F-8)
10. Apex of conifer (F-11)
11. What we hope next year will be. (H-6)
12. Defeated by Truman (F-6)
14. Unbranded calf (G-11)

Pole for hanging a banner (D-7)

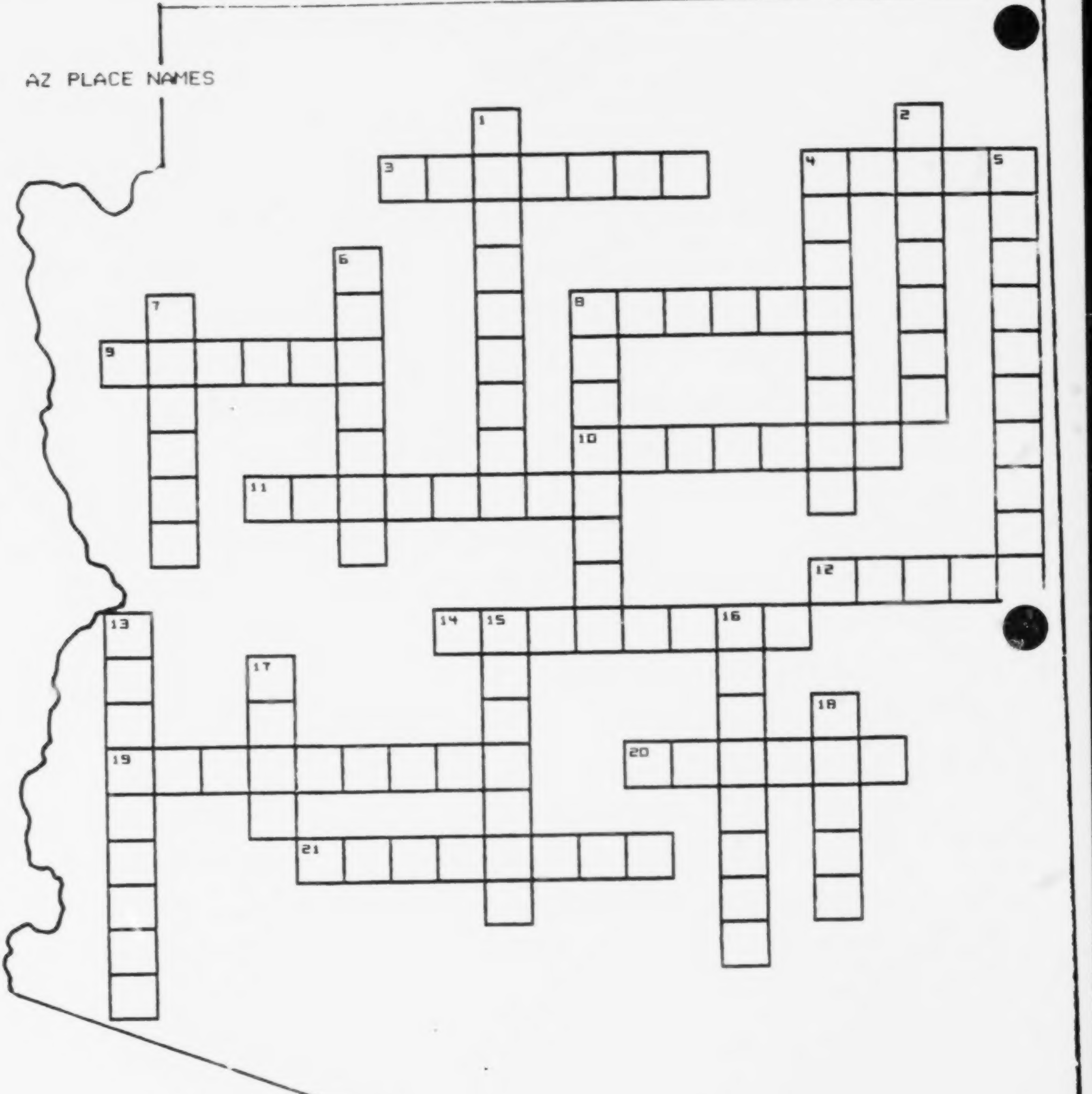
City of 1001 nights (E-4)

2.. Lumber and a house covering (E-10)

DOWN CLUES

1. Memorial to the dead (K-10)
2. Precipice and a heavy weight (H-12)
4. Better than most (H-8)
5. Hollow tube and a fruit (F-7)
6. Unspeedy victory (E-9)
7. Alfalfa and a lair (I-9)
8. Unexpected (G-6)
13. Ra's blossom (G-8)
15. Residue from burned wood and an eating utensil (D-6)
16. House of Representatives and Senate (F-5)
17. Part of a book (A-8)
18. Highest office in the city (F-6)

AZ PLACE NAMES


1
2
3
4
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19
20
21

ALTERNATIVE CLUES TO ARIZONA MAP CROSSWORD PUZZLE

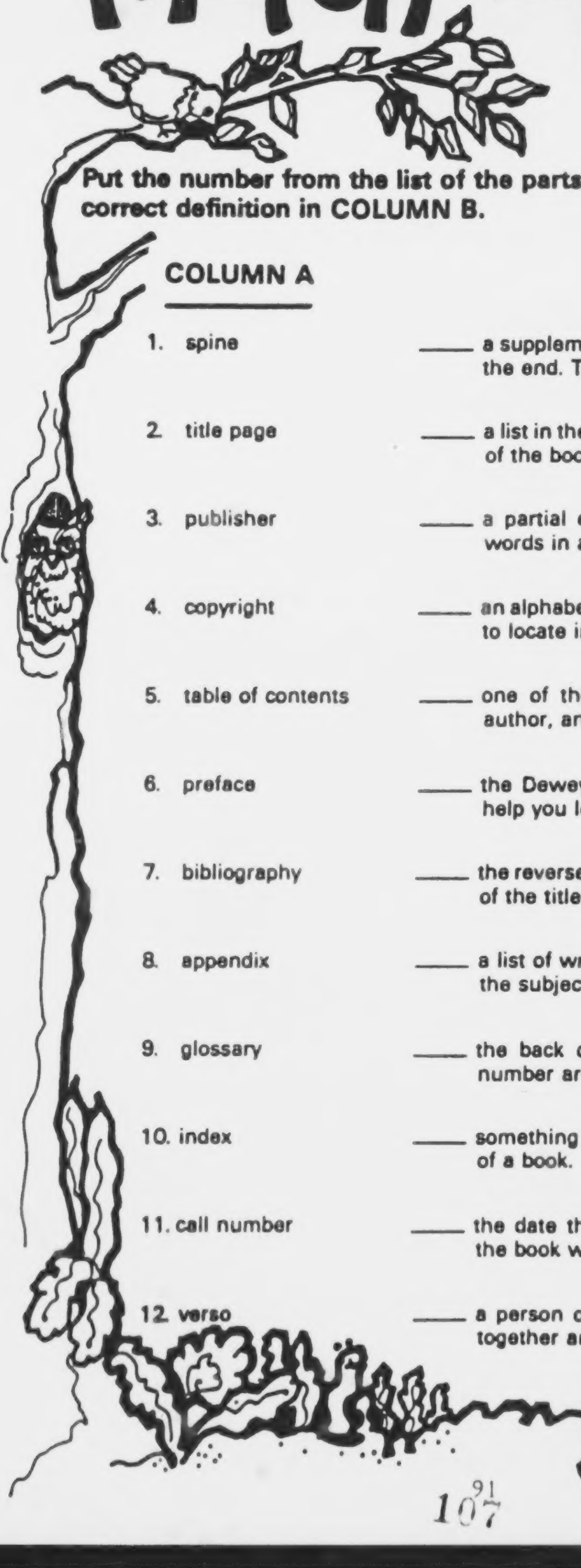
1. Map of the world
2. Table lands
3. When you give your child his allowance
4. Big house
5. Unspeedy victory
6. Unlong river
7. What we hope next year will be
8. Unexpected
9. Unbranded calf
10. Memorial to the dead
11. Fabulous bird
12. Snake house and small stream
13. Alfalfa and a lair
14. A wise king
15. Biblical dancer
16. Indian tribe
17. Pole for hanging a banner
18. Light from the sun
19. Residue from burned wood and an eating utensil
20. Better than most
21. Former President
22. Apex of conifer
23. Lumber & a house covering
24. Part of a book
25. Woman's name
26. Frozen vapor
27. Highest office in the city
28. Pythoness
29. Idiot plus Mexican affirmative
30. Vends
31. Extinct pachyderm
32. Brilliant idea
33. House of Representatives & Senate
34. Hollow tube & a fruit
35. Precipice & a heavy weight
36. Sell your poker chips
37. Male deer and occular
38. 4th Apostle
39. Man's name
40. Coronation
41. City of 1001 nights
42. Straw roofer
43. Ra's blossom
44. Not your shortest son
45. Small meadow
46. Apache chief
47. Not old
48. Apache summer home
49. A question
50. Commercial insect
51. Group of 8 musical notes
52. Wrote the words to HMS Pinafore
53. Ambulator
54. Parts of a chain & a large pond
55. Auto valet
56. Defeated by Truman
57. Sol Town
58. Twin boys

ANSWERS TO ALTERNATIVE CLUES

1. Globe
2. Mesa
3. Payson
4. Casa Grande
5. Winslow
6. Short Creek *
7. Goodyear
8. Surprise
9. Maverick
10. Tombstone
11. Phoenix
12. Holbrook
13. Hayden
14. Solomon
15. Salome
16. Maricopa
17. Flagstaff
18. Ray *
19. Ashfork
20. Superior
21. Coolidge
22. Pinetop
23. Woodruff
24. Page
25. Florence (one of many)
26. Snowflake
27. Mayer
28. Oracle
29. Morenci
30. Sells
31. Mammoth
32. Inspiration
33. Congress
34. Strawberry
35. Clifton
36. Cashion
37. Buckeye
38. St. John
39. Jerome (one of many)
40. Crown King
41. Bagdad
42. Thatcher
43. Sunflower
44. Tolleson
45. Littlefield
46. Cochise
47. Young
48. Wikieup
49. Why
50. Bumble Bee
51. Octave
52. Gilbert
53. Walker
54. Lynx Lake (not really a town)
55. Parker
56. Dewey
57. Sun City
58. Tucson

* Only old maps will show these.

Match the book Parts



Put the number from the list of the parts of a book in COLUMN A beside the correct definition in COLUMN B.

COLUMN A	COLUMN B
1. spine	____ a supplement or addition to a book that is added at the end. Tables, lists, abbreviations, etc.
2. title page	____ a list in the front of a book which lists the sections of the book.
3. publisher	____ a partial dictionary that explains the terms or words in a book.
4. copyright	____ an alphabetical list at the end of a book that helps to locate information.
5. table of contents	____ one of the first pages which shows the title, author, and publisher of the book.
6. preface	____ the Dewey Decimal Number and letters which help you locate the book on the shelves.
7. bibliography	____ the reverse, or left-hand page of a book. The back of the title page.
8. appendix	____ a list of writings in the back of a book related to the subject of the book.
9. glossary	____ the back of a book—the author, title and call number are usually written on this.
10. index	____ something written as an introduction to the body of a book.
11. call number	____ the date that the author or publisher registers the book with the government.
12. verso	____ a person or company that decides to put a book together and offer it for sale.

MATCH BOOK PARTS

More Library Skills 'n Drills
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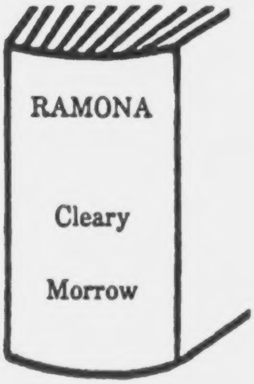
PARTS OF A BOOK

TITLE—The name of the book.
AUTHOR—The person who wrote the book.
ILLUSTRATOR—The person who drew the pictures.
PUBLISHER—The company that prepared the book for sale.
PLACE OF PUBLICATION—The place where the book was made.
COPYRIGHT DATE—The copyright date is on the verso (back) of the title page.



THE TITLE PAGE

Look at the title page in your book for the following information:

TITLE ____________________

AUTHOR ____________________

ILLUSTRATOR ____________________

PUBLISHER ____________________

PLACE OF PUBLICATION ______ ______________

COPYRIGHT DATE ____________________

Does your book have a Table of Contents? ______________

Does your book have an Index? ______________

Margaret V. Beck & Vera M, Carney, Library Skills, Book One

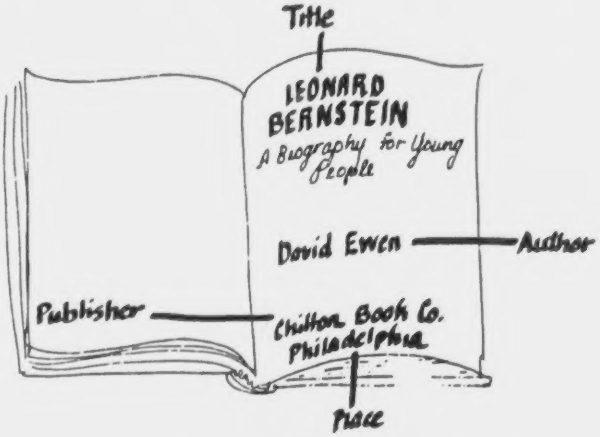
AIM 62: To locate and write from the title page of a book the specific contents of its title page. 1. title 2. author 3. Illustrator 4. publisher and 5. place of publication.

Suggestions: As stated before, these exercises are adaptable to your own media center holdings.

Have a copy of Daniel Boone, by Daugherty, or some other book, placed below this station.

Full-size exercise sheet for this station is provided in kit in back of book.

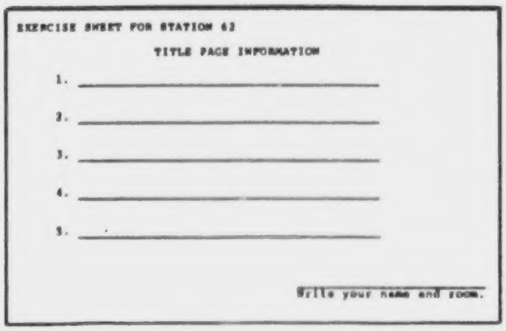
62


Title
LEONARD BERNSTEIN
A Biography for Young People
David Ewen
Author
Publisher
Chilton Book Co.
Philadelphia
Place

WHAT INFORMATION DOES THE TITLE PAGE GIVE US?

FROM THE TITLE PAGE OF THE BOOK BELOW, WRITE THF FOLLOWING:

1. Title
2. Author
3. Illustrator
4. Publisher
5. Place published


EXERCISE SHEET FOR STATION 62

TITLE PAGE INFORMATION

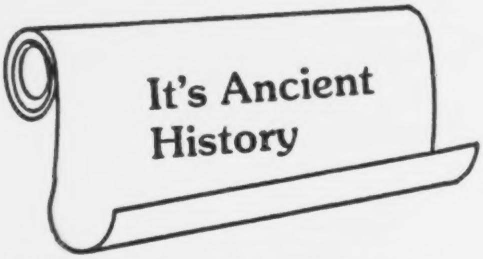
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Write your name and room.

Answers:

1. Daniel Boone
2. James Daugherty
3. James Daugherty
4. Viking Press
5. New York

Mary Margrabe, The "Now" Library Media Center



It's Ancient History

Name ______________________________

Date ______________________________

Below is a table of contents. You are to look through it and then answer the questions.

1 Ways of Learning About the World . 1

2 The Beginnings of Civilization 20
  Cities of Ancient Sumerians
  The Ancient Civilization of Egypt

3 The Birthplace of Three Faiths 36
  The Faith of the Jews
  The Faith of the Christians
  The Faith of the Moslems

4 North Africa and the Middle East Today 45
  Morocco, Algeria, Tunisia, Libya, Egypt, Syria, Lebanon, Israel, Jordan, The Arabian Peninsula, Iraq, Iran, Turkey

5 Ancient Greece 79

6 The Roman Empire 102

7 Modern Southern Europe 114
  Greece, Italy, Spain and Portugal

8 A New Way of Life in Northern Europe ....
  The Feudal Lords and the Manors
  The Christian Churches during the Middle Ages
  Towns and Guilds

9 Centuries of Change in Northern Europe 157
  Changing Ways of Government
  Changing Ways of Living on the Land
  Changing Ways of Manufacturing
  Changing Means of Transportation
  Religious Changes
  Changing Ways of Thinking
  Europeans Discover New Lands

10 Northern Europe Today 178
  The British Isles
  France
  The Netherlands, Belgium, Luxembourg, Denmark, Norway, Sweden, Finland, Germany, Austria, Switzerland

11 Times Past in Russia 220

12 The U.S.S.R. and Eastern Europe in Recent Times ....

1. On what page does the chapter Ancient Greece begin?

   ____

2. How many chapters are in this book?

   ____

3. On what page does the ninth chapter begin?

   ____

4. What is the title of chapter six?

   ____

5. In which chapter would you look in order to find information about the early Moslem religion?

   ____

6. In which chapter would you look in order to find information about Russian history?

   ____

7. What chapter would have information about transportation in Northern Europe?

   ____

8. How many different Northern European countries are discussed in this book?

   ____

9. In which chapter would you look if you had to answer this question, "What were the important cities of the early Roman Empire?"

   ____

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Jerry Mallett, Library Skills Activities Kit

- Table Mountain, 426
- Tablets, clay writing, 9
- Tacitus, 140
- Tagus River, 109
- Taiwan, and its people, 346, 351-352
- Tamil language, 302
- Tanker, defined, 49
- Taoists, 315-316
- Tapestry, defined, 172
- Tasman, Abel, 439-440
- Tasmania, 435
- Taxes
  - in ancient Egypt, 32
  - in Benelus, 202
  - in early Russia, 223
  - in Middle Ages, 154
  - in Roman Empire, 106
  - in Russia, 223, 231, 235, 236
- Tea
  - in Ceylon, 302
  - in Indonesia, 378
  - in Kenya, 426
- Teak
  - in Southeast Asia, 366
  - in Thailand, 373
- Tel Aviv, Israel, 47
- Telemachus, 112
- Telescope, 173
- Television
  - in India, 279
- Temperature
  - and altitude, 389
  - ocean, 140-141
  - at South Pole, 2
- Temples
  - in ancient India, 270, 271
  - in Bangkok, 372
  - Chinese family, 326
  - in Laos, 371
  - Pantheon, 110
  - Parthenon, 89-90
  - Solomon's, 36
  - in Sumer, 22
- Tents, 54, 55
- Terraces, 335
- Textiles and textile mills
  - in China, 350
  - in Germany, 212
  - in Middle East, 51
  - in North Africa, 51
  - in Pakistan, 294
  - in Republic of South Africa, 425
- Thailand and the Thai people, 365
- Thames River, 185
- Thermometer, 173
- Thinking, 172-174

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Name ____________________

Date ____________________

Look It Up!

You are to look through the index to the left and then answer the questions.

1. On which page would you look to find information about Tasmania?

   ____

2. On which page would you look to find information about Russian taxes?

   ____

3. In this book, the tea of what countries is discussed?

   ____

4. There are textile mills located in Germany. On what page might you find this?

   ____

5. Where would you find information about the people of Taiwan?

   ____

6. Which topic listed in this index seems to be referred to most in this book?

   ____

7. One of the most famous temples in the world is the Parthenon. On which pages will you find information about it?

   ____

World Almanac

1. Ask the class to create tables and charts relating to their own communities. They should include information such as daily weather, historic sites, public schools, private schools, and so forth. This could be a project that could continue throughout the year.

2. Ask students to look through the almanac and find information about the economical status of their state as compared to other states. They could investigate the salaries of governors and teachers, income from national resources, etc. and prepare a chart or graph to illustrate their findings.

World Atlas

1. Ask each student to choose a city and/or country they would like to visit. After they have made their selection, direct them to compile an informational packet. They will include information on population, climate, annual rainfall, major vegetation, terrain, etc. In addition to this information, suggest they write to Chamber of Commerces, tourist agencies, embassies, and other appropriate agencies to get additional information.

2. Ask students to make a poster advertising a favorite place to visit.

Encyclopedias

Where in the World Am I?

1. As a class project, have students develop questions for a "trivia" game which deals with unusual, interesting places. You can limit questions to whichever countries/continents you wish to include.

2. Have the class create a "patchwork map" from scraps of material. Label interesting places and points of interest.

3. Turn your class into a travel agency! Each small group can become "specialists" on a certain geographic area. Have them prepare their own travel brochures, complete with illustrations and text, to lure others to visit the area.

4. Have students prepare a route which will take them around the world. Ask them to trace this route on a map and then determine the distance traveled, methods of transportation, and time trip would take.

Piñatas, Fireworks, and Totem Poles

1. Ask students to share "special customs" which they feel are unique to their families.

2. Have each student choose their favorite holiday and tell about the custom they like best regarding that holiday.

3. As a class project, make a piñata or totem pole.

From *Unlocking the Secrets of Research*. Copyright © 1986 Scott, Foresman and Company

ALMANAC FILL·IN

Use an ALMANAC to find the topics listed and fill in the blanks with the correct answers.

Name and year of the Almanac used ______________________________

	IN WORLD (name)	**IN WORLD** (location)	**IN U.S.** (name)	**IN U.S.** (location)
LARGEST LAKE				
LONGEST RIVER				
HIGHEST WATERFALL				
HIGHEST MOUNTAIN PEAK				

	NAME
LARGEST CITY* IN THE WORLD	
LARGEST ISLAND IN THE WORLD	
LARGEST OCEAN IN THE WORLD	

* Answers can vary depending on the year the estimate was made, and if the survey was for the city proper or the whole urban area.

ALMANAC SEARCH

Use an ALMANAC to find the answers to the following questions.

1. Which motion picture won the Academy Award (Oscar) in 1939?
   ____
2. The gorilla is one of the endangered species. In which country do the remaining ones live? ____________________
3. Look at the perpetual calendars and find out which day New Year's Day (Jan. 1) comes on in the year 1999. ____________________
4. How many calories are there in one cup of ice cream? ____________________
5. What are the first seven words of The Preamble to the Constitution of the United States ?
   ____
6. What are the first seven words in The Declaration of Independence? ____________________
   ____
7. In which year did the major earthquake of San Francisco, California occur? ____________________
8. What are the first seven words of The Gettysburg Address? ____________________
   ____
9. In which state is Mount McKinley National Park? ____________________
10. Where was the first (1896) Olympic games held? ____________________
11. What is the planet Mercury's distance from the sun? ____________________
12. What is the estimated population of the world? ____________________
    In which year was this estimate made? ____________________
13. Everyone knows who the first president of the U.S. was, but who was the second?
    ____
14. Which river is the longest in the world? ____________________
15. What is the Roman numeral for the number 100? ____________________
16. What is the zip code of your city or one of the largest cities near you? ____________________
    ____

Name and year of the ALMANAC I used ____________________

SUGGESTION: **The questions are matched to the subject headings on page 7 and may be used as a follow-up to that exercise. The questions may also be typed on cards to be used for individual study or in a game such as a relay race.**

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Puzzle 15

No Place Like Home

Using one or more dictionaries, match each definition to the correct term for different types of homes.

1. Castle ______
2. Hogan ______
3. Residence ______
4. Abode ______
5. Lean-to ______
6. Shanty ______
7. Domicile ______
8. Cabin ______
9. Tenement ______
10. Chalet ______
11. Hut ______
12. Palace ______
13. Bungalow ______
14. Cottage ______
15. Habitat ______
16. Mansion ______
17. Shack ______
18. Hacienda ______
19. Chateau ______
20. Demesne ______

a. place where a person or thing is most likely to be found
b. roughly built or ramshackle cabin (word comes from Old Irish)
c. small roughly built house or hut; on a boat it is the living quarters
d. grounds belonging to a mansion
e. the place in which one lives
f. a French castle
g. a large stately home
h. earth-covered Navaho dwelling
i. low sprawling house with a projecting roof and wide porches (especially in southwestern U.S.)
j. a small single storied country house
k. a run-down low-rental apartment building
l. a dwelling
m. small crudely built cabin or shanty (word comes from Aztec)
n. one's legal residence
o. dwelling with a gently sloping overhanging roof
p. a makeshift or crude shelter
q. small cottage, usually one story; in India it has a thatched or tile roof
r. a fort or fortified group of buildings
s. a shed with a single pitch roof attached to the side of a building
t. official residence of a royal person

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Name ______________________ Date ______________________

The Thesaurus

Activity Sheet A

Directions: Using a thesaurus, complete the following:

1. Select a magazine advertisement and attach it to this page. Underline all the adjectives and verbs. Then, rewrite the advertisement using the thesaurus to find a **different** word for those you've underlined.

2. The word "said" is one of the most overused of all words. List all the words you can find to substitute for the word "said."

3. Suppose you were assigned to write a paragraph to describe an ordinary object—such as a spoon. Use the thesaurus to help make your paragraph anything but ordinary. (You can write your paragraph on the subject of a spoon or any other ordinary object.)

4. List five words that could be used to replace the word "anger" in the sentence, "As the day progressed, I could feel my 'anger' at his insensitivity grow."

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Name ____________________ Date ____________________

The Thesaurus

Activity Sheet A Continued

5. Words carry degrees of mildness or strength. For example, the word "anger" is not as strong as the word "rage." Using the words you found for item #4, list the synonyms according to the degree of feeling they evoke.

Weakest ____________________

____

____

____

Strongest ____________________

6. Using the thesaurus, describe your version of a space scene as vividly as possible. Choose words which will allow the reader to "see" the scene without actually seeing it.

____

____

____

____

____

____

____

7. The word "broke" is a slang term to describe people who are in a state of poverty. List more formal words for the word "broke."

____________________ ____________________

____________________ ____________________

8. List as many "color words" as you can find to describe the sky from sunrise to sunset.

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

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ENTRY

Sample

Symbols showing how to pronounce and accent the word. Sometimes called the re-spelling or sound spelling.

Part of speech. n., (noun)

How the ending of the word is spelled when there is more than one—pl., (plural).

Entry word; often called main entry or just entry. Shows how the word is spelled and how it is divided into syllables.

dic•tion•ar•y (dĭk′shə-nĕr′ē) *n.*, *pl.*-**ar′ies**. A reference book of alphabetically listed words in a language with definitions, pronunciations, etymologies, and other information. [< *L. dictio*, diction.]

The etymology, or origin of the word—L. (Latin).

The definition or definitions of the entry word's meaning.

Look in one of your school library or classroom dictionaries under the entry word "dictionary" and compare that entry with the one above.

LIST THE THINGS THAT ARE THE SAME	LIST THE THINGS THAT ARE DIFFERENT

Reference Skill 'n Drills
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What's in an ENTRY?

et•y•mol•o•gy (ĕt'ə-mŏl'ə-jē) *n.*,
pl.-gies. [< L. *etymologia.]*
1. The origin and development of a word, phrase, etc. 2. The tracing of a word back in history as far as possible in its own language. 3. The branch of linguistics that studies the origin and development of words.
—**et'y•mo•log'i•cal** *adj.*
—**et'y•mol'o•gist** *n.*

Answer the following questions about the above main entry.

1. What is the main entry word?________________________________
2. How many syllables does the entry word have?____________________
3. How is the entry word pronounced (sound spelling)?________________
4. What part of speech is the entry word?__________________________
5. How do you write the entry word in its plural form?_______________
6. How many meanings of the entry word are given?__________________
7. What language did the entry word come from?____________________
8. How would you spell the main entry word if it was used as an adjective?

____

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Explanation of
Dictionary Skills Relay Drill

Divide the class into teams. Students will all have their dictionaries on their desks. Each team will be given a Drill Sheet. First person will answer first question and pass paper on to the next, etc. First team to complete Drill Sheet will win. Drill could be repeated starting with other students on the team, so other skills are used.

Below are ten suggested words for each statement, based on the Thorndyke Barnhart Junior Dictionary.

1. adv., n., v., adj., p., vs., vol., tsp., pl., pron.
2. radius, wolf, butterfly, man, baby, woman, half, loaf, echo, mosquito.
3. occupy, occuppy
   neice, niece
   raisin, raisen
   recieve, receive
   nefew, nephew
   parallel, paralell
   thoght, thought
   dictionery, dictionary
   safety, safty
   sponsor, sponser
4. thief, smelly, send, professionally, fad, fact, them, notify, happily, bird.
5. fleck, hank, hose, inquire, fidelity, power, prom, ruse, sparely, ingenuity.
6. staple, solution, tenement, sausage, recipe, mincing, million, laboratory, haphazard, fundamental.
7. bay, bill, bridge, brook, butt, desert, fair, match, spat, plight.
8. annotate, antecedent, antipathy, dessert, desperado, illustration, monumental, obedient, rhododendron, politic.

Using the 8 questions suggested, drills can be easily drawn up using any classroom dictionary. If a different dictionary is used, the teacher should check whether the answers can be found in it. If not, substitutions should be made.

Sarah M. Elsesser, The Library Skills Individualized Learning Center

WHERE to LOOK

PUT A CHECK UNDER THE BEST REFERENCE SOURCE IN WHICH YOU WOULD LOOK

IF YOU WANT TO:

	DICTIONARY	ENCYCLOPEDIA
Know how to pronounce words.		
Find a large amount of information about a subject.		
See information on a chart or a diagram of an object.		
Know the part of speech of a word.		
Know new developments in aerospace, farming, energy sources, etc.		
See pictures of the different flags that have flown over the United States.		
Know if a word should be capitalized.		
Know who signed the Declaration of Independence.		
Know from which language a word originated.		
See many pictures of plants, animals, fish, or birds in one place.		
Know how many meanings there are for a certain word.		
Know how to spell the plural of a word.		
See a map of a state or a country.		
Know the history of different Indian tribes in North America.		

More Reference Skills 'n Drills

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USEFUL QUICK REFERENCE HANDBOOKS!

Kane. FAMOUS FIRST FACTS

Interesting information about "firsts" in people, places and products in the United States.

Guinness. BOOK OF WORLD RECORDS

Interesting information about records...longest, shortest, lowest, highest, largest etc. Refers to worldwide records.

Brewer. DICTIONARY OF PHRASE AND FABLE

Dictionary arrangement of phrases and terms with definition or literature reference.

Bartlett. FAMILIAR QUOTATIONS

Guide to familiar quotations through use of a key word index which leads to the page on which the quote is given. Chronological arrangement by author.

WHERE WOULD YOU LOOK?

1. What was the size of the largest pizza ever made? ____________________
2. Where was the first ice cream cone made? ____________________
3. What is meant by "to wear the willow?" ____________________
4. What does abracadabra mean? ____________________
5. Who said "Give me liberty or give me death"? ____________________
6. What was the date on which the statement "The only thing we have to fear is fear itself" was made? ____________________
7. What was the length of the longest mustasche ever grown? ____________________
8. If someone said "Oh horsefeathers" what would they mean? ____________________
9. In what state was the first library established? ____________________
10. Look in Bartlett's Quotations. Find one quote that you feel is worth remembering. Share the quote in an original way with classmates.
11. After browsing through Famous First Facts decide what "Firsts" can still be accomplished. List three.
12. If you could be remembered in Bartlett's for something you have said, what would it be?
13. If you were cited in the Guinness Book Of World Records, what would you like to be cited for?
14. What modern phrase does not appear in Brewer's Dictionary that you predict will appear in the next edition?

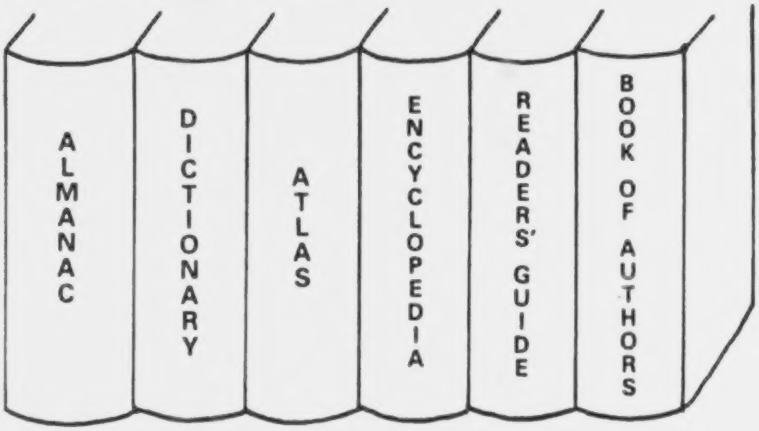
Nancy Polette, The Research Book for Gifted Programs K-8

Name: ______________________ Date: __________

Rm #: ______

USING REFERENCE BOOKS

Which of the following reference books would be the best source of information to answer the following questions? Write down the name of your source and then try to find the answers to at least ten questions.



	SOURCE	ANSWER
1. What does the panda eat?		
2. In what state is the city of Beech Grove?		
3. For which book did Robert McCloskey win the Caldecott Award?		
4. What is the plural of wolf?		
5. What is the monetary unit in Indonesia?		
6. What are the most recent findings in cancer research?		
7. What part of speech is waterfall?		
8. Name three children's books written by A. A. Milne.		
9. What is the highest mountain in Africa?		
10. Who was President Cleveland's vice-president?		
11. How do you separate discus into syllables?		
12. What has been written about space travel in the past month?		
13. What river flows through Paris, France?		
14. Who won the World Series in baseball in 1950?		
15. Where did the Kwakiutl Indians live?		

Sarah M. Elsesser, The Library Skills Individualized Learning Center

Research in Practice Part III

Unit 1: REFERENCE SOURCES Name ____________________

Exercise 5: **Sources of Biographical Information** ID No. ____________________

The following exercise lists various reference sources for biographical information. In answering questions nos. 1-14 select from the sources listed the one(s) that would most likely provide you with the information. (*Note: Some of the sources might be used to answer more than one question and some questions may be answered by more than one source.*) Place the appropriate letter(s) preceding the sources in the spaces provided after each item.

BIOGRAPHICAL SOURCES

a) *Biography Index*

b) *Chamber's Biographical Dictionary*

c) *Contemporary Authors*

d) *Current Biography*

e) *Dictionary of American Biography*

f) *Dictionary of National Biography*

g) *Dictionary of Scientific Biography*

h) *New York Times Biographical Edition*

i) *Who Was Who*

j) *Who's Who*

k) *Who's Who in America*

l) *Biographical Dictionaries Master Index*

Patricia M. Walsh and Hans van der Giessen, Research in Practice Workbook

---

1) Who was Avicenna? ________

2) What contributions did Johannes Kepler make to astronomy? ________

3) An interview with the contemporary British author D. M. Thomas ________

4) A list of recent books and articles about the 19th century German painter Caspar David Friedrich ________

5) A photograph of Richard M. Nixon taken during the Cold War ________

6) Biographical sketch of photographer David Finn of Ruder and Finn, Inc., New York City ________

7) A bibliography and extensive biographical treatment of the 19th century British author Mary Wollstonecraft Shelley ________

8) An extensive article on the writer John Cheever which was written at the time of his death ________

9) Biographical sketch of a prominent British politician who died in 1970 ________

10) Books and periodical articles on the American composer George Gershwin ________

11) A scholarly article on a British naval hero of the American Revolutionary War ________

12) Brief biographical material on a prominent Greek shipping magnate ________

13) Photograph and "chatty" article on the Belgian-born French composer Jacques Brel which was written before he died in 1978 ________

14) Extensive treatment of the noted late 19th century American architect Louis Sullivan ________

MATCH the Reference Book

Put the number from the list of reference books in COLUMN A beside the correct definition in COLUMN B.

COLUMN A		COLUMN B
1. almanacs	_____	a book or set of books giving information on all or many branches of knowledge
2. atlases	_____	names of important places in the world listed in alphabetical order with the location, and brief historical, cultural, and statistical information
3. biographical dictionaries	_____	a book published and updated yearly containing information, usually statistical, on many subjects
4. dictionaries	_____	lists the standard words of the English language in alphabetical order with their meanings, pronunciation, origin, spelling, etc.
5. encyclopedias	_____	a book or set of books giving information in a particular field of knowledge
6. special encyclopedias (science, sport, art, music, and history encyclopedias)	_____	collection of maps; may illustrate information such as the elevation of land, crops, rainfall, temperature, etc.
7. geographical dictionaries or gazetteers	_____	a guide that tells the book or periodical, page number and volume of articles, poems, or stories on particular subjects
8. indexes (poetry, short story, periodical, etc.)	_____	lists important people's names in alphabetical order with information about them
9. thesaurus	_____	a book published yearly giving statistics and data about the preceding year; usually a supplement to some encyclopedia sets
10. yearbooks	_____	a book of synonyms and antonyms

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ARIZONA

OBJECTIVES: To improve knowledge of geographical facts about the state of Arizona.

To improve research skills.

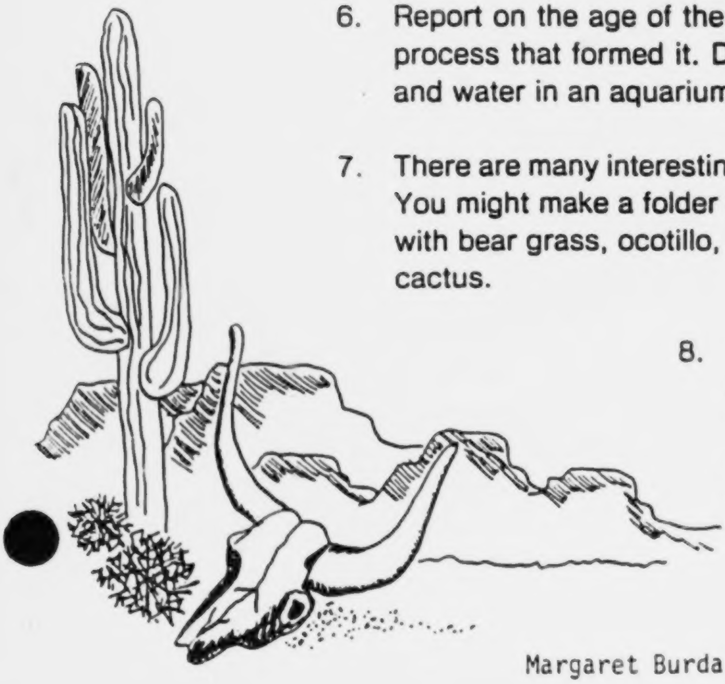
To promote interest and knowledge of natural phenomena peculiar to Arizona.

To develop an interest and respect for the history of Arizona.

MATERIALS: Any encyclopedia, clay, sand, water and an aquarium.

PROCEDURE:

1. Work the search puzzle and find the state nickname.
2. On the blank map on the following page, locate and draw in the cities listed in the puzzle.
3. Make a little symbol for the various products and minerals listed. Put them in on the blank map.
4. Using clay, make a replica of a Pueblo Indian home.
5. Using clay, make a model of a Spanish Mission.
6. Report on the age of the Grand Canyon. Explain the geological process that formed it. Demonstrate it for your class with sand and water in an aquarium.
7. There are many interesting and different desert plants in Arizona. You might make a folder with plants peculiar to the desert. Start with bear grass, ocotillo, prickly pear, Joshua tree, and saguaro cactus.
8. There are many unusual reptiles in Arizona. Make a pamphlet on them. You might start with the Gila monster, the chuckawalla, the Uta lizard, the king snake, and the horned toad.



Margaret Burda, Amazing States

ARIZONA

			G	L	O	B	E	Y	R	E	N	I	H	C	A	M
			R	E	A	T	C	H	N	G	D	L	O	G	B	O
	R	F	A	T	R	A	N	O	A	C	S	C	L	I	D	L
	N	L	N	R	C	O	S	O	O	Y	H	A	S	A	I	Y
	A	A	D	T	E	C	N	L	T	I	S	B	N	O	B	B
	S	G	U	A	U	P	O	I	S	S	E	O	S	D	I	D
	N	S	L	T	N	R	P	E	M	E	R	M	E	K	A	E
	E	T	E	E	A	S	D	O	F	O	L	S	O	H	R	N
	R	A	N	D	A	N	R	P	C	A	E	M	O	C	O	U
	W	F	O	L	O	D	A	M	P	R	S	P	A	C	N	M
	O	F	T	T	E	L	A	M	T	H	I	E	R	Y	O	E
	G	O	S	P	O	K	N	S	U	Z	O	A	D	G	R	D
	A	O	B	A	O	O	E	C	A	E	L	E	O	R	E	R
	P	S	M	H	G	R	H	S	A	A	L	L	N	T	E	E
T	A	I	O	C	O	U	A	A	L	N	L	O	N	I	P	V
	P	H	T	F	R	N	A	I	V	O	Y	I	R	M	X	O
				A	A	U	G	R	N	A	A	O	E	T	J	L
						T	Z	E	O	P	N	T	N	A	E	A
								D	E	I	F	I	R	T	E	P

Cities

Ajo
Bisbee
Flagstaff
Globe
Oraibi
Palo Verde (2)
Phoenix
Tempe
Tombstone
Tucson

Rivers

Gila
Colorado
Santa Cruz (2)
San Pedro (2)
Salt

Minerals

Copper
Gold Ore (2)
Iron
Lead
Molybdenum
Oil
Petroleum
Sand

Products

Beef
Glass
Hay
Machinery

Indians

Anasazi
Hohokam
Mogollon
Navaho
Papago
Pima
Tonto
Smoki

Famous People

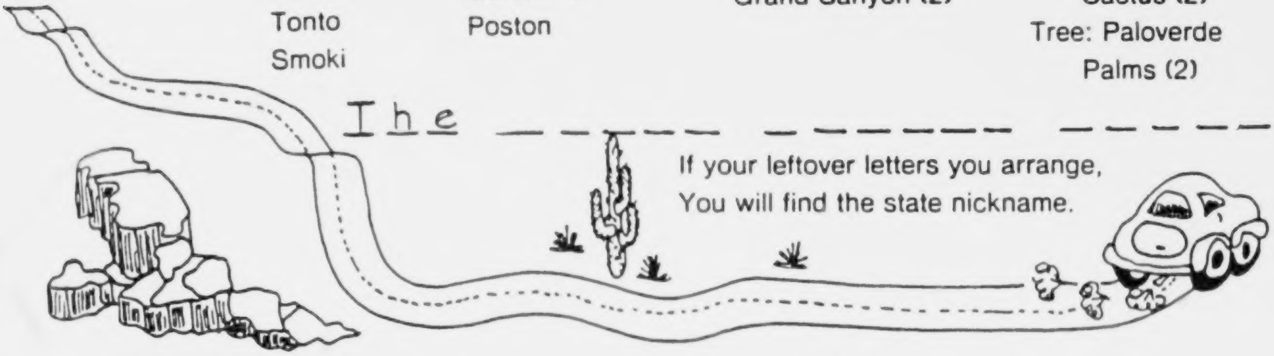
Alarcon
Cochise
Coronado
Geronimo
Poston

Natural Wonders

Petrified Forest (2)
Painted Desert (2)
Grand Canyon (2)

State Symbols

Bird: (Cactus) Wren
Flower: Saguaro
Cactus (2)
Tree: Paloverde
Palms (2)

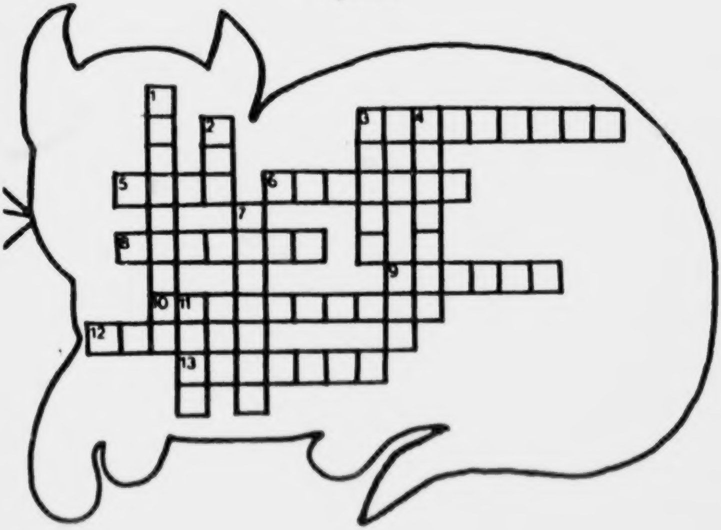


The _____ _______ _____

If your leftover letters you arrange,
You will find the state nickname.

Science–Animals (II) (cont'd)

Figure 27



Across

3–meat-eating animal
5–tailless cat
6–origin of this breed remains a mystery
8–term applied to all gray cats
9–tortoise-shell colored cat
10–breed which likes water
12–fish which cats like to eat
13–breed originating in Thailand

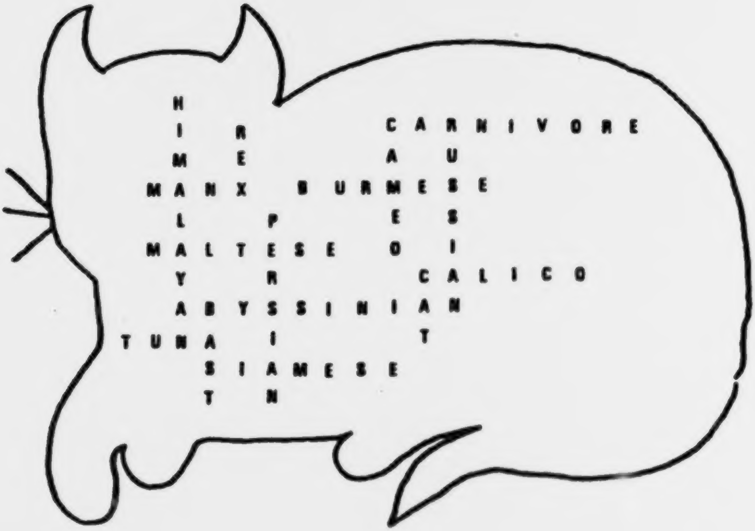
Down

1–long-haired cat developed by by the British
2–only curly-haired breed of cat
3–pale cream-colored coat of a cat
4–____________ Blue, a breed of cat
7–breed resembles a pekingese dog
9–lions belong to the ______ family
11–Egyptian goddess with head of cat

ssment Criteria: The student will complete the crossword puzzle with no errors. Puzzle answers are shown in Figure 28.

H. Thomas Walker & Paula Kay Montgomery, *Teaching Media Skills*

Figure 28



* * *

Science–Ecology

Media Skills Objectives: Define a problem for research.

Plan a method of solving a problem using reference source.

Level: 5-8

Learning Strategy: Learning center

Performance Objective: Given a set of problems, the student will define them and present a plan for solving them using specific reference tools.

Resources: An artificial tree on which to hang problem cards, set of 20 problem cards, paper, and pencil.

Activity: A large artificial tree will be set up with large letters saying "ECOLOGY" or "ENVIRONMENT." Hanging from the branches will be 20-or more ecology problems about which students need to find more information. These problems deal with a need for specific information. Students will be given instructions to select at least five problems one at a time. They will:

1. define the problem
2. determine what it is that might help them solve that problem
3. give a written description of how they might go about solving that problem using specific reference tools or skills

Science–Ecology (cont'd)

Activity (cont'd)

4. solve the problem

It is helpful to rank the problems by levels of difficulty, putting easier ones on the bottom branches. Students rehang their problem cards when finished. (Instead of an artificial tree, a bulletin board may be prepared.)

Sample Activity Cards:

Activity One: There is a large tree outside the school. Because of cracks in the sidewalk and pavement, officials are going to cut the tree down. The teachers want the students to determine how far the roots go and where.

Activity Two: Find out how far it is from your home to school. Try to figure out how far it is for each of the following:

1. shortest way
2. longest way
3. quickest way
4. safest way

Activity Three: "Predator" is a word that means a person or animal who lives by preying on other animals or persons. "Prey" are animals who are hunted by others. Find out which of the animals or people common in the community are predators and which are prey:

robbins and worms
cats and rats
gulls and fish
lizards and mosquitos
borrowers and loan companies
landlords and tenants

Find out how these relationships can be changed. How will the balance of the environment be affected if any of the predators or prey are removed? What will happen if the prey becomes the predator?

Activity Four: What is the difference between conservation and preservation? Find five examples in the environment around you that show conservation and five examples that show preservation.

Activity Five: What are national parks? Determine the location of the national parks in the United States. Identify the origin of the national park system and five of the parks in the system. Explain the maintenance of the national parks.

Activity Six: Investigate the following men's lives:

1. John Audubon
2. Daniel Beard
3. Hugh Bennett
4. Bernard Fernow
5. George Grinell
6. William Hornsday
7. George Marsh
8. erling Morton

(List is continued on page 121.)

Science–Ecology (cont'd)

Activity (cont'd)

9. John Muir
10. Gifford Pinchot
11. John Powell
12. Ernest Seton
13. Charles Van Hise

Show the contributions they have made to the conservation effort.

Activity Seven: Using nonprint materials, show a large group of students some of the endangered species.

Activity Eight: Find a copy of the Clean Air Act (1963) or information on the Act. Find a way to show what the Act attempts to accomplish.

Activity Nine: Determine the most common geometric shape in your environment:

triangle
circle
square
parallelogram
rectangle
trapezoid

Activity Ten: Determine the amount of traffic that passes your school. Count the number of cars and trucks that pass your school for 20 minutes for each of five days. Make a graphic representation of your information.

Activity Eleven: Many people cannot read, but need to know about pollution and conservation. Find a way to demonstrate the meaning to some of these words:

pollution
conservation
preservation
interdependence
adaptation
silt
filtration
irrigation
industry
aeration
desalinization
watershed
oxygen
transpiration
chlorination
fluoridation
respiration
distillation
erosion
detergents
reservoirs

Activity Twelve: Compare rainmakers of old with present-day cloud seeders.

Activity Thirteen: Show the wildlife prevalent in your area and its natural habitat by preparing a poster or chart.

Activity Fourteen: Provide a visual representation of various classifications of animals such as:

1. Animals with Feathers
2. Game Animals
3. Animals Which Help Man
4. Animals Which Provide Us with Food
5. etc.

Science–Ecology (cont'd)

Activity (cont'd)

Activity Fifteen: Investigate the causes of the Dust Bowl and the reasons for strip mining.

Activity Sixteen: Pretend that you are a member of a citizens' group which is fighting to save a local stream polluted daily by sewage. You have joined a larger group that is trying to encourage water pollution legislation. Show how you would gather evidence to present to others.

Activity Seventeen: Illustrate the farming methods of early cultures. (Include the Egyptians, Romans, Mayans, Incas, etc.)

Activity Eighteen: Examine the school grounds. Locate areas of soil erosion and determine methods of preventing it.

Activity Nineteen: Without leaving your school, study a river in or near your community. Trace the course of the river from its source. Give the names of other communities by which the river flows.

Activity Twenty: Identify the names of all lakes and rivers in your area. Prepare a guide for others to show what is available at that location and note the condition of the water. Show whether or not it is polluted, fit for drinking, swimming, or boating.

Assessment Criteria: The student will correctly define the five problems and give a possible method of solving each.

Example for Activity One:

1. Show the location of the roots
2. Map of the roots
3. Observe signs of the root system and prepare a map to scale of that system.

■ ■ ■

Science–Pets

Media Skills Objectives: Use an encyclopedia to locate specified information.

Skim materials to find the answer to a given question.

Compare ideas found in resources for similarity, identity, difference, and contradiction.

Operate an opaque projector.

Compare facts, ideas, and visual images from more than one source.

Level: 6

Learning Strategy: Group project

Performance Objectives: Given a list of pets and a set of encyclopedias, the student will find information on five of the pets listed.

Given an encyclopedia article for each of the five chosen pets, the student will skim each article to identify the diet of each.

Science–Pets (cont'd)

Performance Objectives (cont'd)

Given one chosen pet and its diet, the student will examine at least two sample pet foods, comparing them for contents, weight, nutrients, and price.

Given sample pet food labels, the student will use an opaque projector to enlarge the labels for discussion with other students.

Given information on the chosen pet's diet from the encyclopedia and two sample foods, the student will compare the two to see which of the two is nutritionally superior.

Resources: Sets of encyclopedias, worksheets listing pets, pet food labels, opaque projector, and pencil.

Activity: This project is divided into five parts. The teacher introduces the project by discussing the importance of the food we eat as well as that which animals eat.

Parts I and II: The students will be given a list of pets. They will locate five animals in the encyclopedia and specify their diets.

Pet	Food	Pet	Food
Dog		Horse	
Cat		Duck	
Guppy		Rabbit	
Goldfish		Chicken	
Gerbil		Snake	
Mouse		Guinea pig	

Part III: The students will select one pet and collect appropriate pet food labels. They will then divide into groups according to the pets chosen. After they discuss in their groups the recommended food for their chosen pets, they will examine at least two appropriate labels for content, nutritive value, weight, and price.

Parts IV and V: Groups will report their findings to all other groups using the opaque projector. They will discuss their findings and compare:

a. two labels for pet food chosen for
   content ______
   weight ______
   nutritive value ______
   price ______

b. two sample labels with ideal contents (determined by encyclopedia research) to select the best commercial food.

Diet (Encyclopedia)	Label One	Label Two

Assessment Criteria: The student will participate in each part of the project and will correctly complete each part selecting the best commercial pet food for his chosen pet.

* * *

GREEK MYTHOLOGY

ZEUS
HERA
HEPHAESTUS
APHRODITE
ARES
HERMES
ATHENA
POSEIDON
APOLLO
ARTEMIS
HADES
DIONYSUS

Project Instructions:

A. Read all instructions first. Prepare a report using the index to the encyclopedia, the vertical file, the card catalog, and other sources of your choice. Answer all questions in paragraph form.

B. Research each mythical person.
   1. Where and what is Mount Olympus? What connection does the mountain have to mythology?
   2. What was the person's title?
   3. Write a short biography of the person.
   4. What were the special characteristics of the person?
   5. What was the person's name in Roman mythology?

C. Is the name of the Greek or Roman god or goddess used in any way today? Does it have a special meaning or try to convey a special message?

D. The Greeks and Romans were supposed to have had learned civilizations. How could they believe in such gods and goddesses?

E. Draw or find pictures of each person.

F. Find pictures or ads that use the name of a god or goddess and explain why the name probably was chosen.

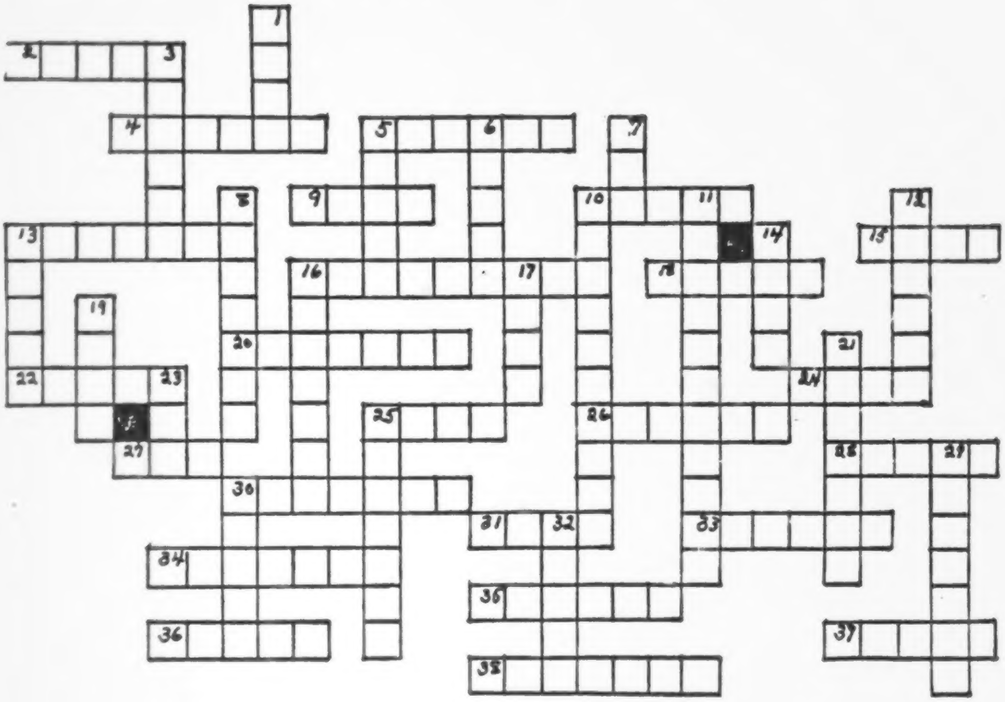
G. Arrange your information into a report. Include a cover, title page, table of contents, project information, graphics, and bibliography.

Marguerite Lewis, Hooked on Research

Marguerite Lewis, Hooked on Research

Name ____________________ Date ____________________

GREEK MYTHOLOGY



ACROSS

2. The symbol for Hephaestus is the hammer and ________
4. Hermes is often shown with ________ sandals and helmet.
5. The Roman name for Hephaestus is ________
9. Zeus was ________ of the gods.
10. The Roman name for Hades is ________
13. The Roman name for Athena is ________
15. Hades was god of the ________
16. Hermes was known as the ________ of the gods.
18. The Roman name for Eros is ________
20. Demeter was goddess of the ________
22. The Roman name for Demeter is ________
24. Artemis was goddess of the ________
25. The Roman name for Hera is ________
26. Hestia was the goddess of the ________
27. Mars was god of ________
28. The Roman name for Artemis is ________
30. The gods lived on Mt. ________
31. Aphrodite was goddess of ________
33. The sacred tree of Apollo was the ________
34. Poseidon's three-pronged spear was called ________
35. Athena was goddess of ________
36. Hera was the ________ of the gods.
37. Apollo and Artemis were ________
38. Hera gave the eyes of Argus to the ________

DOWN

1. Hephaestus was god of ________
3. Athena turned Arachne into a ________
5. The Roman name for Aphrodite is ________
6. A pile of three stones for a trailmarker is called a ________
7. Athena is often shown with an ________ on her shoulder.
8. The Roman name for Dionysus is ________
10. ________ was kidnapped by Hades.
11. Zeus was fond of throwing a ________
12. A symbol for Ares is a war ________
13. Apollo was god of ________
14. Dionysus was god of ________
16. The Roman name for Hermes is ________
17. A symbol for Dionysus is a sacred ________
19. Apollo's musical instrument was the ________
21. Argus had one ________ eyes.
23. Poseidon was god of the ________
25. The Roman name for Zeus is ________
29. The Roman name for Poseidon is ________
30. Athena created the ________ tree.
32. The Roman name for Hestia is ________

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STUDENT DETECTIVE

The Case of the Mystery Candy Recipe

Mr. Smedley announced that the fifth grade class would have a candy making contest. It would be a different kind of a candy contest because everyone would be making their candy using the same mystery recipe. On Thursday, all the kids were to bring their candy to school and Mr. Smedley would read their recipes and taste their candy and then decide who had followed the recipe the most accurately.

The Student Detective and a girl named Beth received a prize for the best recipe. Can you figure out the mystery recipe? Follow the clues below carefully.

CLUE #1 Use the same number of cups of brown sugar as the number of times the modern Olympic games have been held in Paris.

CLUE #2 Use the same number of tablespoons of water as the number of astronauts who v in Apollo 12 on a mission on November 14, 1969.

CLUE #3 Use the same number of teaspoons of butter as the number of children of President Herbert Hoover.

CLUE #4 Use 1 cup of the same kind of nuts which in 1975 yielded 124.2 thousand tons in the United States.

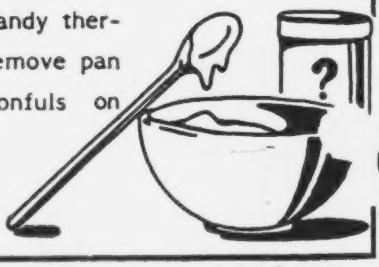
CLUE #5 Heat to the temperature the same number of degrees as the number you would get if you added together the counties in Hawaii, Michigan, Minnesota, and Louisiana.

CLUE #6 The recipe makes the same number of candies as the number of time zones in the world.

Your Mystery Recipe

Ingredients: [1] ________ cups of brown sugar, [2] ________ tablespoons of water, [3] ______ teaspoons of butter, 1 cup of [4] ________________________.

Directions: Put all the ingredients except the nuts into a saucepan and heat while stirring until the mixture starts to boil. Then put a candy thermometer in the pan and cook to [5] ______________ degrees. Remove pan from heat and add nuts and stir until thick. Drop by teaspoonfuls on wax paper. The recipe makes [6] __________ candies.



Name ______________________________ **Grade** ______________

Student Detective
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STUDENT DETECTIVE

The Student Detective Solves a Radio Contest

Radio station WKOC was sponsoring a contest. The prize was to be a day at the radio station including a chance to read part of the station's announcements. The winner would also receive a check for $100. To win the prize the winner would have to be the first to identify a famous person.

The Student Detective was excited about the contest. "The answer to anything can usually be found if the right reference book is used," the Student Detective thought.

He got busy and each day solved the clues. On the last day he was first to know the famous person's name, so he won the prize. Using the clues below, see if you are a Student Detective too!

CLUE #1 What is the last name of the man who was our 31st president?

CLUE #2 In what country is the Aswan Dam located?

CLUE #3 What is the last name of the man who wrote, "Give what you have. To someone, it may be better than you dare to think."

CLUE #4 In what country was the children's author Nina Bawden born?

CLUE #5 Which of our solar planets has a probable average temperature of -370° Farenheit?

CLUE #6 Which state is bordered by Nebraska, Colorado, Oklahoma, and Missouri?

CLUE #7 What is the last name of the author of the children's book, GINGER PYE?

CLUE #8 Which state is called "The Pelican State"?

CLUE #9 Where was the site of the 1948 Summer Olympic Games?

CLUE #10 What city in Oregon has that state's second largest population?

CLUE #11 What is the last name of the actress who won the Academy Award for Best Actress in 1940?

CLUE #12 Put the first letter of each answer in order and they will spell the first and last names of the famous person whose name is the answer to Radio Station WKOC's contest.

YOUR SOLUTION:

1. ______________ 2. ______________ 3. ______________

4. ______________ 5. ______________ 6. ______________

7. ______________ 8. ______________ 9. ______________

10. ______________ 11. ______________

12. The famous person is ______________ ______________

Name ______________________ **Grade** ______________

Student Detective

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STUDENT DETECTIVE

The Case of the Missing Valentine

It was February 13 in Cedarsville when the children in the elementary school discovered that every valentine in every classroom was missing! Who had taken all of them and could they be found before Valentine's Day?

With only one day left before the Valentine's Day party, the boys and girls called on the Student Detective for help. See if you can find the missing valentines. Use the clues below.

CLUES #1 & 2 The Student Detective found a shamrock in one of the valentine boxes, so he guessed that the valentines had been stolen by a leprechaun. The leprechaun's first name is the same as the first name of the author of HOW TO EAT FRIED WORMS. His last name is the same as the last name of the author of MRS. FRISBY AND THE RATS OF NIMH.

CLUE #3 The leprechaun had stolen as many valentines as there are members in the Unite States House of Representatives.

CLUE #4 The little leprechaun stole the valentines because he was disconsolate. What does "disconsolate" mean?

CLUE #5 The leprechaun was found hiding in the same place as the place mentioned in the last word of the title of a Shel Silverstein book published in 1981.

CLUES #6 & 7 The leprechaun said he had hidden the valentines in a covert cubicle under the stairs. What is a "covert cubicle"?

CLUE #8 The leprechaun received as many valentines as there are counties in North Carolina.

CLUE #9 The leprechaun said, "I am ecstatic!" What does "ecstatic" mean?

CLUE #10 The leprechaun left for the place where the Blarney Stone is found.

YOUR SOLUTION: The valentines were stolen by a leprechaun named [1]______________ [2]______________. He had stolen [3]__________ valentines. The leprechaun took the valentines because he was [4]____________. No one ever gave him valentines -- only shamrocks! He was found hiding in the [5]____________. The valentines were hidden in a [6]______________ [7]__________ under the stairs. The next day the leprechaun received [8]__________ valentines from the children of Cedarsville. He said, "I am [9]______________." The next day the leprechaun left for [10]______________, but each year he returns on Valentine's Day.

Name______________________________ **Grade**____________

Student Detective
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LEADERSHIP

Comparing Famous Leaders

Leadership can be positive or negative yet great leaders have many things in common. Discover these common traits by completing the chart below.

LEADERS

COMMON FACTORS	Ghandi	Martin Luther King Jr.	Julius Caesar	Hitler	Abe Lincoln	Golda Mier	Mother Theresa	Juan Peron	Joseph Stalin	Napolean
lost one or both parents at an early age										
wealthy family										
college education										
good speaking ability										
set major goals early in life										
same profession as one or both parents										
used leadership ability positively										
used leadership ability negatively										

Analysis of Data: After analyzing the chart it is evident that gifted leaders--

1. ____

2. ____

SEND A MESSAGE: Write a letter of advice from one of the leaders listed above to another. The letter should reveal what both had in common and the advice should be that which could well have been given if they both had lived at the same time.

Nancy Polette, The Research Book for Gifted Programs K-8

Puzzle 44

"Let's Go a-MAYing"

The answers to this pencil game all contain the word "May." Check the clues and fill in the blanks using reference tools such as the dictionary or encyclopedia and the card catalog.

1. The Pilgrims' ship MAY ____________

2. Perhaps MAY ____________

3. An English author who wrote *Earthfasts* and *The Hill Road* ________ MAY ______

4. A dressing made of egg yolk, oil, and vinegar or lemon juice MAY ____________

5. The head of a city or town MAY ____________

6. An author of children's books, including *The Dallas Cowboys* and *The Superbowl* ____________ MAY

7. An international code word meaning "help" MAY ____________

8. Its synonym is "horrify"; its antonym is "cheer" ____________ MAY

9. An ancient American Indian people who lived in southern Mexico and parts of South America MAY ____________

10. A New England author who wrote *Jo's Boys* and *Little Men* ________ MAY ________

11. A famous baseball star who played for the New York Giants and the Mets ________ MAY ________

12. Two doctors who founded a famous clinic in Rochester, Minnesota MAY ______ ________

13. Julia Cunningham wrote this animal story *MAY* _____ _____ ______

14. Willful damage MAY ____________

15. An author and illustrator of picture books, including *One Monster after Another* and *Ah-Choo* ________ MAY ______

16. An insect that has two pairs of wings and that lives near water MAY ____________

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Puzzle 18

Gods and Heroes—Questions in Mythology

To answer the following questions, check the books suggested to you by your teacher or library media specialist.

1. For whom was the month of January named and why?

2. What are the Elgin Marbles and where are they located?

3. Who was known as the Messenger of the Gods and what were his names in Greek and in Roman times?

4. Some of the days of the week are named after Norse gods. Can you name two?

5. Who was Odin?

6. Which popular Greek hero was given by Eurystheus a number of "labors" to perform? How many labors were there? Name three.

7. Which Greek hero had to find his way through the Labyrinth and what was at the center?

8. What happened to Icarus when he did not follow his father's instructions?

9. Who was the Queen of heaven? Who was her husband? Give both their Greek and Roman names.

10. What precious gift did Prometheus steal from the gods to give man?

11. What place was the home of most of the Greek gods?

12. Who was Medusa and what was unusual about her?

13. What original method of hospitality did Procrustes follow?

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Puzzle 22

Abraham Lincoln - Our 16th President

Use *Facts About the Presidents* and other reference books to find the answers to these questions.

1. What were some of Abraham Lincoln's nicknames?

2. In what kind of jobs did Lincoln make a living before he became president?

3. In what political positions did Lincoln serve before being elected president?

4. What was the extent of Abraham Lincoln's military service?

5. In what state was Abraham Lincoln born and where was he living when he was elected president? ______

6. Lincoln was our tallest president. How tall was he? ______

7. What U.S. coin has a picture of Abraham Lincoln on it? On what denomination of U.S. paper currency is he pictured? ______

8. Who were the vice presidents in Abraham Lincoln's two terms? What happened to his vice president in his second term? ______

9. Lincoln debated this man in the senatorial campaign of 1858 and lost. He later ran against him in the presidential campaign of 1860 and won. Who was he?

10. What happened on April 14, 1865? ______

11. Why did Abraham Lincoln grow a beard? ______

12. What was the Emancipation Proclamation? ______

13. In November 1863 President Lincoln gave a speech in a cemetary in Pennsylvania to commemorate a battle fought there the previous July. What was this speech called?

14. After Lincoln's first inauguration, a number of Southern States seceded. What did these states form? ______

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Puzzle 24

First Ladies of the Land

Use *Facts About the Presidents* and other reference books to find the answers to these questions.

1. Which president's wife was first termed "first lady"? ______________________

2. The term "first lady" became popular as a result of a play about which wife of a president? ______________________

3. Which president's widow was the first to serve the United States government in an executive capacity? ______________________

4. Four first ladies had children by former husbands. Who were they, and who was the only one to have children by her second husband? ______________________

____

5. From what college did Nancy Reagan receive her degree and in what field was it granted? ______________________

6. Which three first ladies had jobs in the entertainment field before they came to the White House? ______________________

7. Which two presidents married their second wives while in office? ______________________

____

8. Which two presidents' widows remarried? ______________________

9. Who was the first presidential widow to be granted free use of the mails?

____

10. Who was the only first lady born outside the United States? ______________________

11. Which state is the birthplace of the most first ladies? ______________________

12. Four presidential couples celebrated fiftieth wedding anniversaries. Who were they?

____

13. Which three first ladies worked for newspapers?

____

14. Who was the only one of the first four first ladies not to have been a widow before marrying the man who was to be president? ______________________

15. Which first lady had a father whose middle name was Delano?

____

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WHAT WAS HAPPENING?

Choose a year during World War II. Use an almanac or other reference books to find the following information about that year.

1. Who was President? ______________________
2. What was his political party? ______________________
3. Who was Vice-President? ______________________
4. Who was Secretary of War? ______________________
5. Who was King of England? ______________________
6. Who was the Pope? ______________________
7. Who won the Nobel Prize for Medicine? ______________________

   ____
8. Who won the Pulitzer Prize for Fiction? ______________________

   ____
9. Who won Academy Awards as best actor and actesss? ____________

   ____
10. Who was Miss America? ______________________
11. Name three songs that were popular at this time.

    ____

    ____

    ____
12. What horse won the Kentucky Derby? ______________________
13. Who was the Heavyweight Boxing Champion? ______________________

    ____
14. Who won the World Series? ______________________
15. Who was National Football League Champion? ______________________

    ____

Mavis Arizzi, Thinking about American History

Name ____________________ Date ____________________

THREE AMERICAN MEN OF GENIUS

In the early days of the United States some truly astonishing people lived and helped to develop our country. Many of them were great thinkers in not just one area but in many areas. One of the greatest of these, Benjamin Franklin, was born on January 17, 1706. He, along with George Washington and Thomas Jefferson, were outstanding in many fields.

Put the birthdates of Washington and Jefferson under their names and then see if you can put the talents or jobs of each man under his star. Some will overlap.

BENJAMIN
FRANKLIN
January 17,
1706

____

GEORGE
WASHINGTON
____
____

____

THOMAS
JEFFERSON
____
____

____

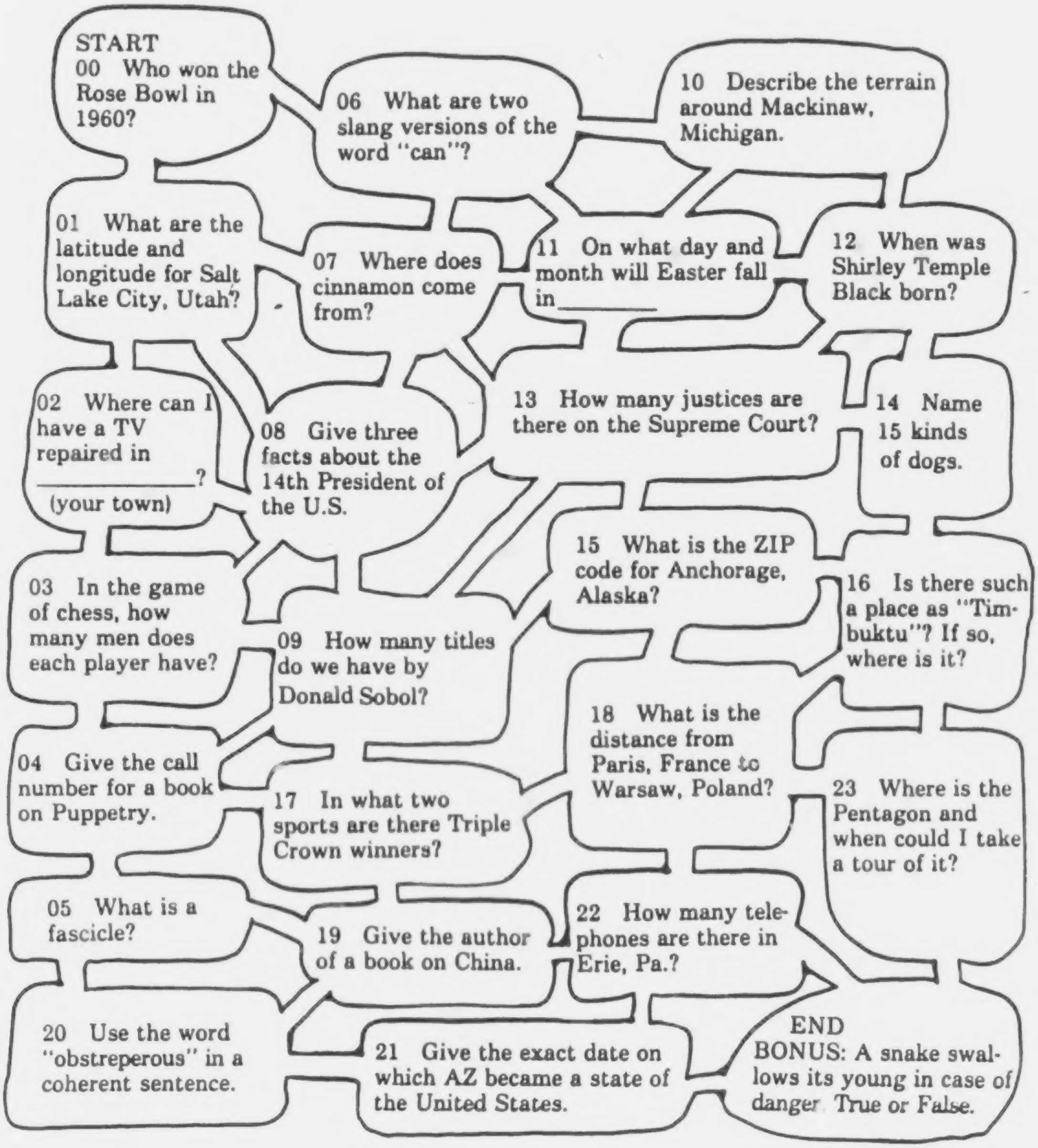
1. He was an architect who designed his own home.
2. He was the inventor of an efficient stove.
3. He sent Lewis and Clark to explore the west.
4. He was the first Postmaster General.
5. He was Governor of Virginia in 1779 and 1780.
6. He invented bifocal eyeglasses.
7. He published the *Pennsylvania Gazette*.
8. He was a landowner and an excellent farmer.
9. He wrote *Poor Richard's Almanac*.
10. He was Secretary of State under Washington.
11. He was the first President of the United States.
12. He invented the swivel chair.
13. He was the principal author of The Declaration of Independence.
14. He was a surveyor who helped lay out the city of Alexandria, Virginia.
15. He devised the decimal system for our money.
16. He invented the lightning rod.
17. He played the violin in musical concerts.
18. He wrote a magnificent Farewell Address when he left the presidency.
19. He invented a seven-day clock.
20. As deputy postmaster of the colonies he set up the first city mail delivery service.
21. He commanded the Revoluntionary War Army.
22. He was a minister to France and as such helped win the American Revolution.

Barbara Bannister, Library Media Center Activities

Name ______________________ Date ______________________

USING LIBRARY RESOURCES

Begin at "Start." Finish at "End." Answer 10 questions by giving the answer and the source.



START
00 Who won the Rose Bowl in 1960?

01 What are the latitude and longitude for Salt Lake City, Utah?

02 Where can I have a TV repaired in __________? (your town)

03 In the game of chess, how many men does each player have?

04 Give the call number for a book on Puppetry.

05 What is a fascicle?

06 What are two slang versions of the word "can"?

07 Where does cinnamon come from?

08 Give three facts about the 14th President of the U.S.

09 How many titles do we have by Donald Sobol?

10 Describe the terrain around Mackinaw, Michigan.

11 On what day and month will Easter fall in ________

12 When was Shirley Temple Black born?

13 How many justices are there on the Supreme Court?

14 Name 15 kinds of dogs.

15 What is the ZIP code for Anchorage, Alaska?

16 Is there such a place as "Timbuktu"? If so, where is it?

17 In what two sports are there Triple Crown winners?

18 What is the distance from Paris, France to Warsaw, Poland?

19 Give the author of a book on China.

20 Use the word "obstreperous" in a coherent sentence.

21 Give the exact date on which AZ became a state of the United States.

22 How many telephones are there in Erie, Pa.?

23 Where is the Pentagon and when could I take a tour of it?

END
BONUS: A snake swallows its young in case of danger. True or False.

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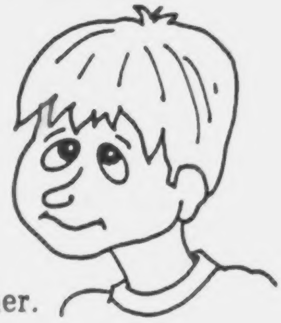
Hilda K. Weisburg & Ruth Toor, Teacher's Portfolio of Library Skills Lessons & Activities

Name ______________________________

Date ______________________________

Where Have I Heard That?



Below are clues about very popular stories you have probably heard many times. Let's see how good you are at remembering the names of these stories. Write the name of the story in the space under each clue.

1. A little girl in a red cape is on her way to visit her grandmother.

____

2. A young boy sells his mother's cow for a bag of magic beans.

____

3. A troll waits under a bridge in order to capture a billy goat.

____

4. A fairy godmother turns a pumpkin into a beautiful coach.

____

5. A little girl wanders into a home and eats a bowl of porridge, breaks a chair, and sleeps in a bed.

____

6. Two children become lost in the woods and find a house made out of candy.

____

7. A princess pricks her finger on a spinning wheel and falls into a deep sleep.

____

8. A man shows villagers how to make soup by using a stone.

____

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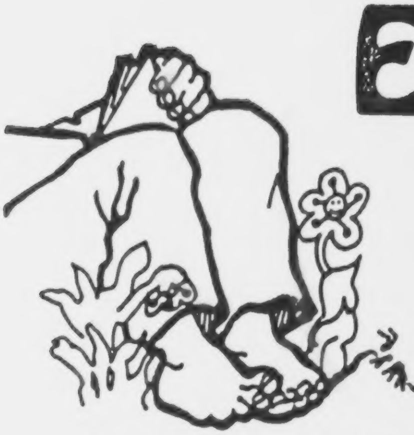
Jerry J. Mallett, Book Bafflers



Examine -a- Book

PETER RABBIT

Choose a NONFICTION book and answer the following questions about it:

1. What is the title? ____________________

____

2. Who is the author or editor? ____________________

____

3. Who is the publisher? ____________________

4. What is the copyright date? ____________________

5. What is the call number of the book? ____________________

6. How many pages are there in the book? ____________________

If the book you choose has the following parts, put the page number of the part in the blank provided.

Preface ____________ Table of Contents ________ Appendix ____________

Foreword ____________ List of Illus. or Maps ______ Glossary ____________

Introduction ____________ Bibliography ____________ Index ____________

SUGGESTIONS: Students can exchange books and written information with another student who will check and correct. The students could hunt to find a book with as many of these parts as possible for an individual or group project or contest.

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Name ______________________

Date ______________________

RATHBONE'S REMARKABLE RATERS READING ROUTE

1. Read one of the books by an author whose last name begins with B, H, M, or S.

Title ______________________

Author ______________________

Now rate it below:

SUPER **AVERAGE** **AWFUL**

Why did you rate it this way?

____

____

____

____

2. Read a book with a call number between 900 and 999.

Title ______________________

Author ______________________

Now rate it below:

SUPER **AVERAGE** **AWFUL**

Why did you rate it this way?

____

____

3. Read a book about animals. It can be either fiction or nonfiction.

Title ______________________

Author ______________________

Now rate it below:

SUPER **AVERAGE** **AWFUL**

Why did you rate it this way?

____

____

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GENERIC ACTIVITIES APPLICABLE TO MOST BOOKS

1. Find out if the author has written other books for children. Use the card catalog in your school library media center to discover which ones your school may have. Examine them to see if any have the same characters as the ICCA book. Read those which look interesting to you.

2. Think about the title of the book. How does it relate to or describe the story? Explain why the title may make someone want to read the book. Make up two or three other titles which fit the story and might make someone want to read it.

3. Work with a friend to prepare to role play an interview with the author of a book you have both read. One of you will play the author and the other will play the interviewer. Write questions for the interviewer to ask the author about himself/herself, about writing for children, and about the book and its characters. Do research on the author for questions requiring facts. Use your imaginations to brainstorm answers to other questions. Schedule time with your teacher or media specialist to do your role play for your reading group or class.

4. Find a friend who likes the same kind of books you do. Each choose a character from a different book to assume. Role play a conversation between the two characters, using events of the two stories as a basis. Keeping in character and using your stories as background carry on a correspondence, exchanging notes with each other.

5. Choose and study a character from a book. Find out what the character is like by reading what he/she says and does and by what other characters say and do in relation to him/her. Plan an oral presentation to your class in which you introduce yourself as the character and tell about yourself. Schedule time with your teacher or media specialist for your presentation. (May also be used as an activity before voting to help children review the books.)

6. Prepare a Book Talk about a book you have enjoyed to introduce it to other readers. Tell something about the characters and the plot, but leave your listeners in suspense about the plot's outcome. Tell why you think other readers will enjoy the book. Schedule time with your teacher or media specialist to give your Book Talk.

Lucille Lettow, et al, ICCA Think Book

Pfeffer, Susan B. What Do You Do When Your Mouth Won't Open?
New York: Delacorte, 1981.

1. Explain in your own words what a phobia is. Make a list of phobias with their medical names.

2. Reesa is afraid to speak (or read aloud) in public. Have you ever been so afraid to do something that you just couldn't do it? What happened?

3. Adults have been quoting Franklin Roosevelt to Reesa all her life. Who is Franklin Roosevelt? Write a one-page paper about his life. What handicap did he overcome?

4. What does this saying mean: "Nothing to fear but fear itself"? Do you agree or disagree? Explain your answer.

5. Reesa seeks professional help to solve her problem. Find out the differences between psychiatrists, psychologists, therapists, and psychoanalysts. Organize your findings in a chart.

6. One technique Dr. Marks suggests to Reesa (page 68) is to picture herself in the happiest, most relaxing place she knows. Draw or describe the happiest, most relaxing place you know. Why did you choose this place?

7. List as many words as you can to describe Robby. Categorize them into positive (good) traits and negative (bad) traits. We see Robby mostly from Reesa's point of view. Explain why you think Robby would or would not agree with the traits on your list.

8. Based on your experiences in school, do you think that it is realistic that none of Reesa's teachers made her read aloud in class? Explain your answer.

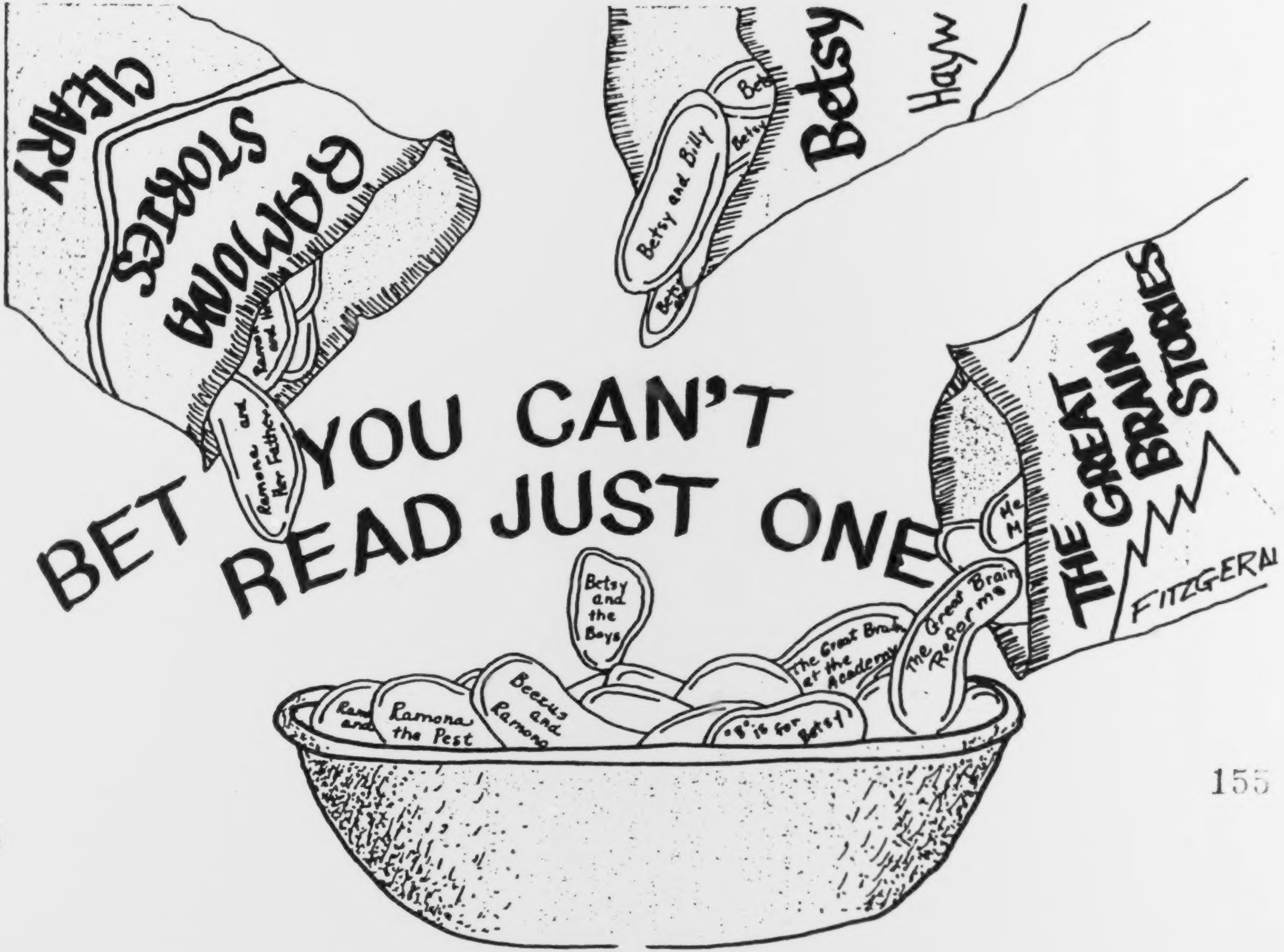
9. Why does Reesa blame Robby when she is unable to read out loud in class?

10. What do you think would have happened if Robby had been home when Reesa came home saying she was going to kill her?

11. What did Robby and Reesa learn about themselves and about each other while they talked and picked up the papers Reesa had scattered around?

12. Do you think Reesa would have started her speech if Robby had not made a face at her? Why or why not?

Lucille Lettow, et al, ICCA Think Book


CLEARY
RAMONA STORIES
Ramona and Her Father
Ramona and
Betsy
Hayw
Betsy and Billy
Betsy
THE GREAT BRAIN STORIES
FITZGERAL
He M
BET YOU CAN'T READ JUST ONE
Betsy and the Boys
Ramona the Pest
Beezus and Ramona
"B" is for Betsy
The Great Brain at the Academy
The Great Brain Reforms

REFERENCE BOOK REPORT

Teacher's Guide

Explain to students that they need the information required on the form so that they will know when they should use that book. For example, if a work is published yearly, as in the case of Current Biography, then they should know that different people are in each of the annual volumes, and they should check the index to find the person they want. The organization of the book determines how they find information in the book, and the kinds of illustrations may determine how interesting the book may be.

The most effective way to use this assignment is to have each student make a short presentation on the book. This might even be done in the library if there is a separate room for the class, so that students can show the books as they talk about them.

Another way to complete this assignment is to work in groups. One person can make up three questions for his/her own reference book, and the other students in the group can answer the questions. These questions can be saved for future reference exercises with classes.

Below are ideas for reference books that most libraries have:

Almanac of Dates
Books of Lists
Facts on File
Famous First Facts
Current Biography
Guinness Book of World Records
World Almanac
An encyclopedia of rock music
People's Almanac
A book of familiar quotations
Biography Almanac
Granger's Index to Poetry
Short Story Index
Morris Dictionary of Phrase and Word Origins
Encyclopedia of Careers and Vocational Guidance
Encyclopedia of Sports
Book of synonyms
Who Did What
Dictionary of Scientific Biography
How It Works
Encyclopedia of Occultism and Parapsychology
McGraw-Hill Encyclopedia of Science and Technology
Medical and Health Encyclopedia
Larousse Encyclopedia of Mythology
Dictionary of American Biography
Contemporary Authors
Oxford Companion to Film
Lincoln Library of Sports Champions
Webster's Biographical Dictionary
Trivia Encyclopedia
Webster's Geographical Dictionary
Encyclopedia of Black America
World Encyclopedia of Comics
Master Plots
Oxford Companion to American Literature
Notable American Women
An atlas
Dictionary of American History
Medical and Health Encyclopedia
Animal Life Encyclopedia

REFERENCE BOOK REPORT

Most of you have used general encyclopedias at some time when you completed an assignment, and you are probably very familiar with their organization and information. You may not have as much experience with encyclopedias and other reference materials on specific subjects or with a specific focus. This lesson will help you understand one of these other reference books. If you share your information with other classmates, you will all get a better idea of materials in your library's reference section. Your teacher has a list of reference books that you can pick your lesson assignment from, or she/he may assign you a specific book. Complete the following information.

Book title:____

Number of volumes/published how regularly:________________________

Organization of material (alphabetical, chronological, etc.):____________

____

Kinds of illustrations: (small or full-page, color or black and white, photographs or drawings, few illustrations or many, etc.):____________

____

Description of material in book:______________________________

____

____

____

____

What kind of information would someone look for in this book?

____

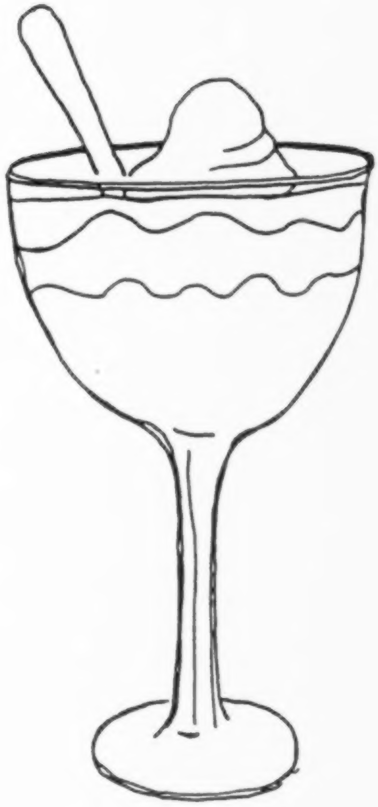
____

Be prepared to answer any questions students in the class may have about this reference book.

Read one article in the reference book. It should be at least one page long. On a separate piece of paper, summarize the article and give the page number. Remember, only paraphrase the article, writing the summary in your own words.

5. Suggest that once they know the country where the spice is grown they can find further information in the geography section.
6. Remind students that if their spice is grown in more than one location, they will need to add those countries to their worksheet.
7. Move from group to group helping students and making sure that they are proceeding logically and efficiently.
8. List the steps necessary to complete the presentation including:
   - make a 9"×12" oaktag poster with all the facts from the worksheets.
   - attach a small packet of the spice to the poster.
   - search an atlas to locate the area(s) where the spice is grown.
   - identify the area(s) on the large wall map.
   - create a unique symbol to denote the spice.
   - draw the symbol on both the poster and a piece of paper to be attached to the map with a pin.
   - add the symbol to the map legend made by all groups.

As a culminating activity hold a food festival with groups bringing in or preparing the recipes they found. Even without the culinary concoctions, the media center will take on an exotic air as the scents of all the spices permeate the room.



ART ACTIVITY

Cereal Book Reports

It's an art activity; it's a book report; it's an eye-catching promotion of books and reading. Start by collecting empty breakfast cereal boxes. Ask students to bring in their own favorites. Keep the boxes visible to excite interest until you begin the project, then turn them into the frames that sell the book.

After students read a book, they prepare what could be a jacket design which must be cut to fit the front of the cereal box. The author's name is put in place of the manufacturer and the title in place of the brand name. Talented students, perhaps with the help of the art teacher, can try to imitate the lettering style for a more realistic effect.

Side panels of the box are used to give "nutritional" information. The list of ingredients is to include every character in the book. An analytical element is added by requiring that the list, as with ingredients, must be given in descending order of importance. For example in *Charlotte's Web* the sequence is Wilbur, Charlotte (the reverse is possible), Fern, Templeton, the gander, Mr. Zuckerman, Lurvy, the goose, Mr. Arable, Mrs. Zuckerman, Avery, Mrs. Arable, sheep, the lamb, Joy, Aranea, Nellie, Henry Fussy, cows, horses, goslings, Dr. Dorian, the minister, Uncle (the pig at the fair). There may be variations, but students should be able to explain their ranking.

The percentage of minimum daily requirements is transformed into percentage of story elements in the book. For *Charlotte's Web* the percentages could look this way:

90% of the minimum requirements for an animal story

42% of the minimum requirements for the importance of friends

WORKSHEET

The Spice of Life

Name of Spice: ______

Members of the group ______

______

______

Where spice is grown ______

______

How spice is grown ______

______

What spice looks like ______

______

How spice is used in cooking ______

______

______

A recipe using the spice can be found in (give call number, author and title, of the cookbook) ______

______

______

______

______

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Assignment Sheet

What's Going On in Science

Today we are beginning a library search to discover which reading materials can be useful for keeping you up-to-date on what is going on in the world of science today. When you have completed this assignment:

1. You will be able to list and describe at least three science magazines our library has for you to read.
2. You will have some ideas about which science magazines our library could subscribe to in the future.
3. You will be familiar with at least two reference sources for finding out about careers in science.

You will have three days in the library to work on this project.

There are four worksheets in this library assignment. We will divide the class into four groups — each group will begin working on a different sheet. If you begin on Worksheet 2, for example, the next sheet you work on will be Worksheet 3, and so on. In this way, we will avoid overcrowding any one section of the library.

Enjoy yourself! May you find at least one good science magazine and one possible science career you didn't know was there.

JoAnn Nordling, Dear Faculty

Worksheet 2

Library Investigation/What's Going On in Science

Name ______________________________

1. Using the magazine file, any list of magazines now being subscribed to by our library, and just browsing through the new magazine shelves, find out how many different science magazines our library has available for checkout. (No fair asking the librarian!)
   a. List names of the magazines below.

   b. Total number of science magazines subscribed to by our library____

2. List the names of three science magazines our library could subscribe to *free*. Also include the name of the organization which publishes each magazine. Look in *Magazines for Libraries* (R050).

   a. Name of magazine ______________________________

   Name of organization ______________________________

   b. Name of magazine ______________________________

   Name of organization ______________________________

   c. Name of magazine ______________________________

   Name of organization ______________________________

3. List the names of three science magazines our library does NOT have which you think you and your classmates might find interesting. Look in *Magazines for Libraries*.

   a. Name of magazine ______________________________

   What the magazine is about ______________________________

   b. Name of magazine ______________________________

   What the magazine is about ______________________________

   c. Name of magazine ______________________________

   What the magazine is about ______________________________

JoAnn Nordling, Dear Faculty

Worksheet 3

Library Investigation/What's Going On in Science

Name ____

Choose any three science magazines, then answer the following questions. (You can either use the new issue or you can check out an older copy.)

Magazine No. 1

a. Name of magazine ______________________________

b. This magazine publishes articles in what area of science? __________

____

c. Is the magazine difficult, medium, or easy to read? ____________

Magazine No. 2

a. Name of magazine ______________________________

b. This magazine publishes articles in what area of science? __________

____

c. Is the magazine difficult, medium, or easy to read? ____________

Magazine No. 3

a. Name of magazine ______________________________

b. This magazine publishes articles in what area of science? __________

____

c. Is the magazine difficult, medium, or easy to read? ____________

Which of these three magazines seems most interesting? ____________

Please explain why you like it best.

JoAnn Nordling, Dear Faculty

Worksheet 4

Library Investigation/What's Going On in Science

Name ______________________________

1. Using *Encyclopedia of Careers and Vocational Guidance*, Volume I (R 371.42), choose one of the following science-related career fields and answer the following questions.

   Atomic Energy Industry
   Medical and Health Services
   Oceanography and Limnology
   Chemical and Drug Industries

   a. Career field ______________________________

   b. List two occupations within this industry and describe what kind of work each occupation involves.

   Occupation #1 ______________ Job Description ______________

   ____

   Occupation #2 ______________ Job Description ______________

   ____

   c. Give the name and address of an organization you can write to for current information about occupations in this career field.

   Name ______________________________

   Address ______________________________

2. Using *Occupational Outlook Handbook* (R 371.42), look in the table of contents under SCIENTIFIC AND TECHNICAL OCCUPATIONS or HEALTH OCCUPATIONS and choose one science-related occupation listed there. Then answer the following questions.

   a. Occupation ______________ Probable salary ______________

   b. What kind of training will you need to qualify for entry? ______________

   ____

   c. What is the future employment outlook? ______________

   d. What is the classification number (D.O.T. number) for this occupation? ______________

   e. Using the D.O.T. number, go to the files (or microfiche) and see if our library has more information on file about this job. If you find a job-description sheet there, read it and then write down some reasons why you think you would or would NOT like to have this job. (If you can't find one, go back and read the entire article in *Occupational Outlook Handbook*.)

JoAnn Nordling, *Dear Faculty*

ASSASSINATIONS

Useful Reference Books:

Chamber's Biographical Dictionary (Ref/920/C355)
Encyclopedia of World History (Ref/902/L262)
McGraw-Hill Encyclopedia of World Biography (Ref/920/M178)
New Illustrated Encyclopedia of World History (Ref/902/L262)
People's Almanacs (look in the index of each volume) - (Ref/031/P39)
Webster's Biographical Dictionary (Ref/920/W395)
World Book Encyclopedia (use index in last volume) - Ref/031/W893)

American People Only

American Negro Reference Book (Ref/301.451/D294)
Encyclopedic Dictionary of American History (Ref/973.03/H949)
Encyclopedia of American Biography (Ref/920/Gar)
Oxford Companion to American History (Ref/973.03/J637)
Webster's American Biographies (Ref/920/V287)

Useful Circulating Books:

Look in the card catalog under the person's last name (unless the person is a king or queen). Look in the subject card catalog and copy down the number in the upper left corner of the card. Some of the most useful books are listed below:

Assassination in Our Time (361.1/Les)
Assassination: A Special Kind of Murder (364.152/H351)
Violence (303.6/L267)

Collective Biographies:

Collective biographies are those that have descriptions of three or more people. Most of these are in the 920 section of the library. To find which book your person might be in, look for the person's last name on the left side of the red folder called "Collective Biographies."

When you find the person's name, the number in the middle will be the location of the book, and the name on the right will be the name of the book.

If the book that you use is not arranged alphabetically by the biographies, look in the index for the general subject (the person's death).

ASSASSINATIONS

Listed below are the names of people who were killed because of their beliefs. Select one of the people. Then answer the three following questions about the person and his/her death.

1. Who was the person assassinated? What importance did that person have to his/her country? What led up to the person's murder?

2. Who assassinated this person? What was gained by this action? What resulted from the person's death? (Who gained power, etc.?)

3. Was there a change in government policies or parties? If so, how and why?

People

Abdulaziz, Faisal Ben, King Saudi Arabia (1905-1975) - (King Faisal)
Albert I (Hapsburg), King of Germany (1298-1308)
Alexander I, King of Yugoslavia (-1934)
Becket, Thomas a., Archbishop of Canterbury (1118-1170) - English saint and martyr
Cermak, Anton (1873-1933) - (Mayor of Chicago)
Cicero, Marcus Tullius (106-43 B.C.) - Orator and statesman
Dollfuss, Engelbert (1892-1934) - Austrian chancellor
Franz Ferdinand, Archduke of Austria-Hungary (1863-1914)
Gandhi, Mahatma (1869-1948) - India's Hindu nationalist and spiritual leader
Garfield, James A. (1831-1881) - 20th president of U.S.
Guevara, Ernesto Che (1928-1967) - Latin American revolutionary
James I, King of Scotland (1394-1434) - (Look also under last name of Stuart)
Kennedy, John F. (1917-1963) - 35th president of U.S.
Kennedy, Robert (1925-1968) - U.S. Attorney General and Senator
King, Martin Luther Jr. (1929-1968) - Black civil rights leader
Kirov, Sergei (1886-1934) - Stalin's friend and Communist
Lincoln, Abraham (1809-1865) - 16th president of U.S.
Long, Huey Pierce (1893-1935) - American lawyer and politician
Lumumba, Patrice (1925-1961) - Prime minister of Congo
Luxemburg, Rosa (1870-1919) - "Red Rosa," German Socialist agitator
Malcolm X (Malcolm Little) (1925-1965) - Black Muslim leader
Marat, Jean Paul (1743-1793) - French revolutionary politician
Mboya, Tom (1930-1969) - Kenyan politician
McKinley, William (1843-1901) - 24th president of U.S.
Ngo, Dinh Diem (1901-1963) - President, South Vietnam
Rasputin, Grigori Efimovich (1871-1916) - Russian faith healer
Trotsky, Leon (Lev Davidovich Bronstein) (1879-1940) - Creator of Red Army (Russia)
Trujillo, Rafael (1891-1961) - Dictator of Dominican Republic
Vernwoerd, Dr. Hendrik Frensch (1901-1966) - Prime minister of South Africa
Villa, Pancho Francisco (1877-1923) - Mexican revolutionary general
Zapata, Emiliano (1879-1919) - Mexican revolutionary general

AUTHOR REPORT

Listed below are questions for you to answer. These answers will give you information you need when you write your report. The questions are a guide, not a straitjacket!

Not all sources provide all answers: in fact, some questions may remain unanswered. You will not always find the answers to questions in the order that they are listed. You may also find interesting information that is not asked for. Include that information. Write more information than you need for your assignment.

Put as much information from the sources into your own words as possible. Most of the time you can use fewer words when you put information into your own words. If you write information that is not in your words, put quotation marks (") around the phrases on sentences that you copied directly from the book.

1. When/where was the author born? What are the parents' background?
2. Describe the author's early childhood (where she/he lived, interests, activities, brothers and sisters, parents' occupations, etc.).
3. What education and/or training did the author have (college, etc.)?
4. Describe the author's personal adult life--occupation, marriage, children, illnesses, interests, etc.
5. When and for what book did the author first become famous?
6. How old was the author when she/he was first published?
7. What type of literature does the author write most often (novels, poetry, plays, etc.)?
8. What other types of literature does the author write?
9. What awards or other literary prizes has the author won?
10. Name three of the author's most famous works?
11. What is the most recent (or last) writing the author published?
12. Name three interesting things about the author that you have learned from the books you read about him/her?

WHERE TO FIND INFORMATION ABOUT THE AUTHOR

1. Something about the Author (Ref/920/So54):

   This is a set of many volumes that gives information about people who write and illustrate books for children and young adults. The most recent volume has an index in the back; be sure to use the index that says Authors. If you use the one for illustrators, you will not find information about people who write books. The index will give the volume number. Look up the person alphabetically in the volume listed.

   Another index for Something about the Author is the same one as for Contemporary Authors (Ref/920.8/C767). Look up the person in the index. If the index says SATA, look in Something about the Author (Ref/920/So54). If the index says R or just lists volume numbers, look up the person in Contemporary Authors (Ref/920.8/C767). CLC means Contemporary Literary Criticism which gives information about the book but not the author.

2. Fifth Book of Junior Authors (Ref/920.8/H753):

   The index in the back of this book is for all five books in the set. The key to the abbreviations is listed below. Look up the author alphabetically by the last name in the index and then again alphabetically by the last nem in the book that fits the abbreviation.

   J - Junior Book of Authors (Ref/920.8/K962)
   M - More Junior Authors (Ref/920.8/F959)
   3 - Third Book of Junior Authors (Ref/920.8/D398)
   4 - Fourth Book of Junior Authors (Ref/920.8/D398)
   5 - Fifth Book of Junior Authors (Ref/920.8/H753)

3. Card Catalog:

   The subject card catalog shows whether the library has any information about the author in books or in the vertical file. If the card in the card catalog has numbers and letters in the upper left corner, write down that information. If the card indicates that information about the author is in the vertical file, ask for help at the circulation desk in the front of the library.

EXTENDED DEFINITIONS - LITERATURE

Your library paper for English is based on a type of writing, for example narrative poetry or science fiction. Your teacher has a list of these types and will help you pick one specific type. When you have selected a type of writing, you are to write the paper in the following way:

A. Introduction: This part leads the reader into the subject. It might be an interesting quotation about the type of writing or a a writer of this type, or it might be an interesting reason for your picking this subject. Whatever you write in the introduction, it should be interesting to make the reader continue reading

B. Complete definition of type: This is an explanation of what the type is, how it is described, when it began, how it changed, how it is different now from its beginnings, etc.

C. Discussion of author who contributed to the type: This part of the paper describes how the author was or is important, what changes this person made in the type, and any influences this writer has on others as well as who might have influenced this writer.

D. Conclusion: This sums up what you have said in the paper.

You will be given a paper showing you where you can find information on both literature types and authors. You will notice that general definitions of types are in the reference books in the 803 section. A general dictionary is also a good place to begin. Specific information about poetry is in 808.1, 808.81, and 809.1 (both circulation and reference areas). The drama sections are 792.09 and 809.2 with fiction (novels and short stories) in 808.3 and 809.3.

Works dealing specifically with American literature are between 810 and 819 with the reference books being most helpful for definitions. British writers are in the books between 820 and 829. To find material about different authors, look in the subject card catalog. (The author/title card catalog will give only those books which the person wrote; you are looking for books about authors.) If the call number for the book is 920 or 921, the book will probably give you biographical information about the person's life and not the critical information that you need. Books about the person's writings can be found with call numbers that begin with "8."

When you find books that give information about your topic, write down the author (or editor), title, publisher, place of publication, and copyright date of the book. Also write down the call number found on the book spine so that you can re-locate the book if necessary. As you take notes, write down the page number where you find information. This is to be used for your final paper.

EXTENDED DEFINITIONS - LITERARY SUBJECTS

Literary Types

Allegory
Biography
Diary
Drama
Essay
Fable
History
Mythology
Novel
Poetry
Satire
Short Story

Literary Movements

Existentialism
Expressionism
Naturalism
Puritanism
Realism
Romanticism
Transcendentalism
Victorianism

Drama Types

Comedy
Musical
Operetta
Theater of the absurd
Tragedy

Poetry Types

Ballad
Free verse
Lyric
Ode
Pastoral
Romance
Sonnet
Epic

Fiction Types

Detective story
Dystopia/Utopia
Fantasy
Gothic
Historical
Horror
Mystery/Suspense
Psychological
Romance
Science fiction
Spy/Espionage
Western

Fantasy/Science fiction

Hard science
New wave
Science fantasy
Space opera
Space travel
Supernatural
Sword and sorcery
Time travel

LITERARY CRITICISM TOPICS - SENIORS

1. Select a particular time period in world history and select a specific country. Describe the events of that time and the philosophical ideas of that time. From the time period and country, pick one specific author. Show how the events and ideas influenced the author's writings. Your paper would be organized as follows:
    A. Introduction explaining the background of your paper
    B. Historical events in one country during one period of time
    C. Philosophical ideas in one country during one period of time
    D. Influence of events and ideas on one author's writings
    E. Conclusion

2. Select one specific author and show how the events in his/her personal life influenced his/her writings. Your paper would be organized as follows:
    A. Introduction explaining the background of your paper
    B. Events in the author's life (select only those which had any influence on the person's writings!)
    C. General description of the person's writings
    D. Influence of events on writing
    E. Conclusion

3. Investigate the influences of a person's writing on other writing as well as determining what influenced the writer originally. Your paper would be organized as follows:
    A. Introduction explaining the background of your paper
    B. General description of the person's writing
    C. Factors influencing the writer
    D. Influences of writer's material on other writings
    E. Conclusion

4. Select two authors to compare. These may be from different countries, from the same country but from different time periods, or both from the same country and the same time period. Discuss the writings of both and explain how they are different and are similar. Your paper would be organized as follows:
    A. Introduction explaining the background of your paper
    B. General description of one author's writing
    C. General description of the second author's writing
    D. Similarities and differences of these two authors' writings
    E. Conclusion

YOUR PERSONAL REFERENCE LIBRARY

Reference books are those which answer your questions--those which you refer to when you want specific information about a topic. If you intend to enroll in college, you probably have acquired some reference books in your home. Perhaps you have purchased or been given books about a hobby or interest. Your family may have a dictionary or an almanac or a book on first aid. Reference books in the home vary greatly according to each family's interests and needs.

Following are questions about the reference books available in your home now and those you might want to acquire.

1. What general reference items do you have in your home at this time?

2. What are your hobbies and interests? What books and/or magazines do you have about these subjects?

3. What occupations interest you? Name what books and/or magazines you own on these subjects.

4. What reference books do you think are valuable for you to own when you go to college? Useful reference items might include a good general dictionary, a comprehensive biographical encyclopedia, a mythology glossary, a book of quotations, a book of synonyms, a language dictionary, etc. What is useful to you depends on your interest and your plans for a college major and minor.

5. Explore your school library reference section, and select five new books for your home reference library, based on the above information.

6. Select two magazines which you would subscribe to, again based on the above information.

CITIES OF THE WORLD

The following assignment is designed to teach you how to use four library resources: the atlas, the almanac, the encyclopedia, and the thesaurus. Each of these is described below; the following pages give you a subject to research and questions to answer about your subject.

The ATLAS is a book of maps and facts about the geography of the world. The maps and facts may show the following: climate, plants, and animals of an area; geographical features such as rivers, mountains, lakes, deserts, etc.; industrial resources of an area; political divisions such as boundaries of a country, state, and city; railroads, airlines, and highways of an area; and size and population of an area.

The index of an atlas is in alphabetical order. Using the index is usually the quickest way to find the place that you need. Political boundaries and names of countries can change; therefore, it is an absolute necessity that you use an up-to-date atlas. Check the copyright date (on the back of the title page) to be sure. You can find atlases in the 912 section, but because they are so large, they are usually put in an atlas case.

The ALMANAC is a book of facts. Because of all the information in this book, the fact that it is published annually, and the small cost, it is one of the best sources for up-to-date information. For brief facts about a subject, consult an almanac.

The most popular almanacs are World Almanac, Reader's Digest Almanac, and Information Please. In using an almanac, an index is absolutely necessary. Look in either the back of the book or the front for the index. Remember too that the information that you want may be listed under different headings so don't quit with just one. You should check the sub-headings and cross references as well. The almanacs are found in the reference area under 317.3.

The ENCYCLOPEDIA is a one-volume or multi-volume set of books that gives information about persons, places, events, and things. Specific encyclopedias deal with just one subject, and general encyclopedias cover every field of knowledge. For this assignment, you will use a general encyclopedia.

Encyclopedias are arranged alphabetically with an index in the last volume. If you cannot find your information within the volumes alphabetically, then look up the heading in the index. This will give you a volume number or letter and the page number where the information can be found. General encyclopedias are found in the 031 reference section of the library.

The THESAURUS is a "storehouse" of words, a place where you can search for synonyms and other related words so that you don't repeat the same term each time that you write or speak. You can find synonyms in a thesaurus by either looking up the work alphabetically in the book or checking in the index for the word. When you find the synonyms, remember that a synonym may be only similar in meaning, that it may not be the correct word for your meaning. Thesauruses can be found under 423 in both circulation and reference.

CITIES OF THE WORLD: SOURCES

For this assignment you are to select an important city in the world. You may wish to name one yourself for this assignment or ask your teacher for a recommendation. To complete this assignment, you need to use at least one atlas, one almanac, one encyclopedia, and one thesaurus. In the spaces below, write the information about these sources.

I. Atlas

Editor, last name first:

Name of atlas:

Publishing company:

Copyright date:

Call number (number on spine of book):

II. Almanac

Name of almanac:

Publishing company:

Copyright date:

Call number (number on spine of book):

III. Encyclopedia

Name of encyclopedia:

Publishing company:

Copyright date:

Volume number:

Call number (number on spine of book):

IV: Thesaurus

Name of thesaurus:

Publishing company:

Copyright date:

Call number (number on spine of book):

Most of the above information can be found on the title page of the book; copyright dates are usually on the back of the title page.

Name of city: ______________________________

CITIES OF THE WORLD: NOTES

Listed below are questions for you to answer. Each set of questions comes from a different sources. For example, the first answers should be found in an atlas, the second in an almanac, etc. At the beginning of each set of questions, write the name of the book and the page numbers where you found your information. For example, if you found the first answer in the National Geographic Atlas of the World on page 73, put that information on your paper.

If you copy more than five or six words from the source, put the information in quotation marks. Whenever possible, put the information in your own words.

I. Atlas Name of book: Page(s):

1. Name the country where the city is located.
2. Is the city a capital? How do you know?
3. Name a river that flows through the city.
4. The latitude is a place's distance, measured in degrees, from the equator along an imaginary arc passing through both the North and South Poles. Longitude is also measured in degrees and is the distance from an arc parallel to the equator. Therefore latitude is the distance up and down from the equator and longitude is the distance sideways. What is the longitude and latitude of your city? Be sure to label both and indicate whether E, W, N, or S.

II. Almanac Name of book: Page(s):

5. What is the population of the city?
6. What time of day is it in the city at 12:00 noon Eastern Standard Time?

III. Encyclopedia Name of book: Page(s):

7. When was the city founded and by whom?
8. What is the origin of the city's name?
9. What is the ancestry of the people?
10. What are the main social problems of the city?
11. What forms of recreation are provided in the city?
12. List one place to visit in the city.

IV. Thesaurus Name of book: Page(s)

13. Below write one descriptive word about the city that you read in the encyclopedia. Then write two words that you found in the thesaurus which are similar to that word.

Teacher Notes:

For this assignment you may wish to have the materials placed on a cart for the Americana Room or you may wish to use the reference area of the library with the materials remaining in their usual locations.

This assignment might be used for a resource report if you wish to add more questions regarding the history and development of the city, its economic situation, industrial and financial advantages of the city, educational facilities, etc.

Below is a list of cities that might be appropriate for this assignment:

Shanghai
Mexico City
Calcutta
Seoul
Tokyo
Moscow
Bombay
Peking
Sao Paulo
London
Rio de Janeiro
Cairc
Leningrad
Teheran
Santiago
Lima
Karachi
Sydney
Athens
Belfast
Berlin
Brussels
Caracas
Dublin
Helsinki
Hong Kong
Instanbul
Lima
Lisbon
Madrid
Paris
Prague
Rome
Singapore
Stockholm
Vienna

COUNTRY REPORT

Sources

The report which you will be writing during the next few days is about the country where your ancestors once lived. To complete this report, you will need to answer the questions on the pages included in this packet. Answers will come from many different books. To help with finding these answers, some suggestions are made below.

General encyclopedias: These will give you a great deal of information, but you can only use one for your answers. Remember that you need to look at other materials. For this report, the World Book Encyclopedia may give you the most answers. Use the most recent one that the library has.

Almanacs: These are found in the 317 section of the library's reference area. To find your country in an almanac, you need to look in the index (which can be in either the front or the back of the book depending on the almanac). Again, pick the most recent almanac for the best information.

Atlases and gazetteers: The first gives maps of countries and the second provides written information about countries. Atlases have indexes (like almanacs) and gazetteers are organized alphabetically (like encyclopedias). These are the 912 section of the library's reference area with very large atlases put on an atlas case.

Geography books: The reference section from 910-919 will have general books on geography, arranged alphabetically. Books to be checked out can be found if you use the card catalog. Look up the country alphabetically in the Subject Card Catalog, writing down all the numbers and letters in the upper left corner. This number is the book's address--it tells where the book can be found in the library.

Books about flags: These can be found in the 929 section of the library, both in reference and check-out areas.

Books about political and economic information regarding your country: These are located in the 300 section of the reference area in the library. Try the area between 314 and 319, and look up the country alphabetically in the books that are about different countries.

The first job to do in writing information for this paper is to decide on which country. Answer the following questions:

1. What is your last name? ______________________________

2. What is the original meaning of your last name? (To find this, look in the 929.4 section of the reference area for a book on surnames.) Then look up your last name alphabetically.

   ____

3. What country does your last name come from?____________________

4. In what country did your family originate?____________________

The questions listed above show you what country you will research for your paper. It also provides the basis for the first paragraph of your paper. Your paper will have four more paragraphs. Questions for these are on the next few pages.

Before you answer the questions, you need to find the books. This paper requires at least three sources (books, encyclopedias, etc.) which give information about your country. So that the teacher will know where your information comes from, fill out the blanks below about the books that you used to find your information. One of the sources can be a general encyclopedia; another one must be a reference book about different countries.

General Encyclopedia:

Name of article (what you looked up to find the information):__________

____

Name of encyclopedia:____________________________

Date of encyclopedia:__________ Volume number:________ Pages:______

Reference Book:

Name of book:____________________________________

Author or editor of book:____________________________

Publisher of book:____________________________ Date:______

Pages with article on your country:______________ Volume, if any__

Book:

Name of book:____________________________________

Author or editor of book:____________________________

Publisher of book:____________________________ Date:______

If you used more than three sources (books, etc.), write the information about the others on the back of this page.

COUNTRY REPORT

Notes

Listed below are questions for you to answer. These answers give you the information to write your report. Not all sources will provide all answers, and the answers will not be in the order that they are asked below. In fact, some of the questions may not have answers in the sources that you pick. If you cannot get all the answer to a question in the space allowed, write on the back of this page. When you write your paper, you should have extra information which is much better than not having enough. If you find something interesting that is not asked for, put that on the back of the paper also.

Put as much information into your own words as possible. Most of the time you can use fewer words when you use your own explanation. If answers are not in your words, put quotation marks (") around the phrases and sentences that you copied from the sources so that your teacher knows that someone else wrote those words.

Use the country that you selected on the page before to answer the following questions. The information written after the letter at the beginning of each section is the topic for the paragraph that you will write using those answers.

A. Paragraph 2: What would your life be like if your family had stayed in that country?

    1. What is the country's population?

    2. What ancestry do most people in the country have? What are the main racial groups?

    3. What language do most people speak?

    4. What is the monetary unit of that country?

    5. Describe the housing of that country.

    6. Explain the educational system (how many years students attend school, what they are like, etc.).

    7. What is the main religion in the country? What are other important religions?

8. How do people dress in that country?

9. Describe their fine arts such as music, literature, and paintings.

10. What do the people of that country do for recreation--games, sports, entertainment, etc.? Describe some of these.

11. What kind of food do the people mostly eat?

12. What kind of government does the country have? What restrictions or freedoms do the people have?

13. What is the government leader called? What term of office does that person have? How does that person get into office?

14. Describe the armed forces and any conflicts that the country has had within the past two decades.

15. List three people of importance who now live in the country or have lived in the country. Explain why each person is important.

B. Paragraph 3: What would you have seen and experienced if your family had stayed in that country.

1. How many square miles is your country?
2. On what continent is your country?
3. What countries border your country?
4. Describe the different land regions in your country (mountains, desert, etc.).
5. List two important rivers in the country?
6. What is the climate of the country?
7. What is the country's capital? Name two other important cities.
8. What are the chief occupations (list two to four).
9. Describe the major industries and agriculture of that country.
10. What exports and imports are important to that country?
11. Describe the forms of transportation? How would you probably travel if you lived there? Why?
12. What are the major forms of communication?
13. What are the customs, celebrations, folk stories, etc. popular in that country?

C. Paragraph 4: What would you have studied in history class if your family had stayed in that country?

1. When was your country first explored? By whom?

2. Who developed the first civilization in that country? What was its name? Describe the civilization.

3. What major wars occurred in your country? When? Why were they important?

4. How did your country get its name?

5. What is the main reason that members of your ethnic background migrated to America?

6. During which years did your ethnic group immigrate to the U.S. in the greatest numbers?

7. Describe the probable travel route between that country and America during that time, including method of travel and length of time.

8. What are three influences on the development of your country?

9. Has your country gained independence? If so, when and what were the problems in doing this?

D. Paragraph 5: What areas of interest would you have seen if your family had stayed there?

1. List three historical places or other places of interest in your country? What makes these important?

2. What makes this country special?

3. Where in this country would you most like to live? Why?

4. Where in this country would you least like to live? Why?

How far is the place you want to live from Phoenix?

Extra Credit:

Draw the flag from your country.
Draw a map of your country including physical characteristics, areas of population, economic features, etc.
Write a diary of a typical day in your country as if you still lived there.
Compare your present lifestyle (with education, recreation, civil rights, etc.) to that of people in your country.
Write the embassy for your country for further information.
Bring food popular with people in your country for the class to taste.
Provide the class with a display of any clothing, photographs, art work, antiques, books, etc. which relate to that country.
Investigate, in depth, any of the questions asked for your report, and write another report on that question. For example, you might write a report on the educational system in that country.

STATE REPORT

Sources

The report which you will be writing during the next few days is about a state that interests you. The library has many books and encyclopedias about states in the United States. Most of these books are in the 917 section of the library. This number will have books about many states; you will need to look in the card catalog for your particular state. Also in the section 917.3 you might look in the index or table of contents of a book to find information about your state. Don't forget about special collections of books in the library such as the reference section.

Other places in the library to find information about states in the geography section (910-912) and in the social sciences area (352). General encyclopedias will also have information about the state; look up the information alphabetically.

You will need at least three sources (books, encyclopedias, etc.) which give information about your state. The first few days in the library will be spent collecting these sources.

In the spaces below, write the information about your sources: author or editor, title, publisher, date, and volume number (if there is more than one volume). Also, write down the entire call number of the book. That is the number on the back of the book that tells you where the book is kept in the library. Include all the information on the back of the book: all numbers and any letters that might be printed there. In that way you can find the source again if you need more information.

Where I Got Information about My State

1.

2.

3.

State that I chose for this report: ______________________________

STATE REPORT

Notes

Listed below are questions for you to answer. These answers will give you information you will need when you write your report. The questions are a guide, not a straitjacket!

Not all sources will provide all answers: in fact, some questions may remain unanswered. You will not always find the answers to questions in the order that the questions are listed. Spaces following the questions are also provided as a general guide. You may need more space. If so, write on the back of the paper. You may also find interesting information that is not asked for. Include that information. Write more information than you need for your final paper.

Put as much information from the sources into your own words as possible. Most of the time you can use fewer words when you put information into your words. If answers are not in your words, put quotation marks (") around the phrases and sentences that you copied from the sources.

After you write down the information, put the author's last name and the page number where you got the information. Then you will be able to explain where all the information in your report comes from. If the book has no author, then use one word from the book title to indicate the source of your information.

I. State symbols:

1. What is the nickname? Why?

2. What is the state song?

3. What are the state flower and tree? Why?

4. What is the state bird? Why?

5. What is the state motto?

II. People:

6. What is the state population?

7. What ancestry do most of the people in the state have?

8. What is the main religion in the state? What are other important religions?

9. In politics, are the people conservative or liberal?

10. How do most of the people make a living in this state?

11. What are the major crops and industries?

12. Who are three important people living in the state now? Why are they important?

13. Who are three important people in the state's history? Why were they important?

III. Description:

14. How many square miles is the state?

15. What types of land regions are there in the state?

16. What mountain ranges are there in the state?

17. What is the highest peak? How high is the peak?

18. What kind of climate does the state have?

19. What are the names of the three largest cities?

20. What is the capital of the state?

21. What states border your state?

IV. History:

22. When was your state first explored? Who explored the state?

24. Where did the original settlers of your state come from?

25. When did your state become part of the United States as a territory? (This question does not need to be answered if your state was one of the thirteen original states.)

26. When did your state become a state? Which state in the Union was it to earn statehood?

27. What was the reason for the name of your state?

28. What are three influences on the development of your state?

V. Areas of Interest:

29. What are three historical places or places of interest in your state?

30. What sets this state apart from all the others? In other words, what makes this state special?

31. Where in this state would you least like to live? Why?

32. Where in this state would you most like to live? Why?

33. How far is the place you want to live from Phoenix?

STATES

Dewey Classification

The number in parentheses following each state name below is the Dewey classification number assigned to that state. If the library has no books with that classification number, subtract one number from the end (for example, without the number at the end Alabama's number would be 917.6) and look for books with that number. When you find the books, look in the table of contents or index for information on that state.

Alabama (917.61)
Alaska (917.98)
Arizona (917.91)
Arkansas (917.67)
California (917.94)
Colorado (917.88)
Connecticut (917.46)
Delaware (917.51)
Florida (917.59)
Georgia (917.58)
Hawaii (919.69)
Idaho (917.96)
Illinois (917.73)
Indiana (917.72)
Iowa (917.77)
Kansas (917.81)
Kentucky (917.69)
Louisiana (917.63)
Maine (917.41)
Maryland (917.52)
Massachusetts (917.44)
Michigan (917.74)
Minnesota (917.76)
Mississippi (917.62)
Missouri (917.78)
Montana (917.86)
Nebraska (917.82)
Nevada (917.93)
New Hampshire (917.42)
New Jersey (917.49)
New Mexico (917.89)
New York (917.47)
North Carolina (917.56)
North Dakota (917.84)
Ohio (917.71)
Oklahoma (917.66)
Oregon (917.95)
Pennsylvania (917.48)
Rhode Island (917.45)
South Carolina (917.57)
South Dakota (917.83)
Tennessee (917.68)
Texas (917.64)
Utah (917.92)
Vermont (917.43)
Virginia (917.55)
Washington (917.97)
West Virginia (917.54)
Wisconsin (917.75)
Wyoming (917.87)

PLANTS/ANIMALS

The report that you will be writing is about a specific plant or animal. You should decide which of these you wish to write about by deciding what plant or animal you think that you are like. For example, some people might believe that they have similarities to a cat or dog. Decide which plant or animal you might be like and write the name of that in the blank at the bottom of the page. Be sure that you are specific about what kind of plant or animal you select.

The second part of the assignment is to find books (sometimes called sources) that have information for a report on a plant or animal. Information about these can be found in the 500 section of the library, either in the circulation area in the back of the library or in the reference section. Plants are in the 581 section and animals are in the 591 section. Between 500 and 503 are science encyclopedias that have information about both plants and animals.

You should find three (or more) sources that have information about your subject. Because you need to include complete information about these sources (books) with your report, write the following information about each of the books on a piece of paper:

A. Author (or editor)
B. Title
C. Publisher
D. Copyright date
E. Volume number (if the book is one of a set)
F. Page numbers where you found your information
G. And most important, the call number (number on the back of the book), being sure to include all the parts of the letters and numbers so that you can find the book again if you need more information.

On the back of this paper is an outline of your paper giving the information that you need to find. You may not be able to find all the information asked for--for example, plants may not have senses (Section II, F). Not all sources will provide all answers, and you will not always find the information in the order that the subjects are listed. In fact, you may find more information than is asked for. If so, figure out which section the additional information fits.

Put as much information from the sources into your own words as possible. Most of the time you can use fewer words when you put information into your own words. If answers are not in your words, put quotation marks (") around the phrases and sentences that you copied from the sources.

When you write information down on a paper, indicate which section the material should fit into. That will save you time when you write your final report. Also put the author's last name and the page number where you got the information. Then you will be able to explain where all the information in your report comes from. If the book has no author, then use one word from the book's title to indicate the source of your information.

Plant/animal that I chose for this report: ______________________________

I. Introduction

    A. Plant/animal chosen for report
    B. Reason for subject choice
    C. Latin name for subject
    D. Species of subject
    E. Classifiction

II. Physical Characteristics

    A. Size
    B. Shape
    C. Coloring
    D. Distinguishing characteristics
    E. Method of movement
    F. Senses

III. Environmental Conditions

    A. Physical conditions (for example, light, heat, dryness, etc.)
    B. Diet and methods of consumption
    C. Area of world where found and why
    D. Predators or other dangers to its existence

IV. Development/Reproduction

    A. Life cycle
    B. System of reproduction

V. Behavior Patterns

    A. Courtship
    B. Child care
    C. Migration
    D. Other

VI. Relationship to Humans

    A. Dangers that it provides toward humans
    B. Benefits that it provides for humans
    C. Beliefs about subject

VII. Conclusions about your similarities to or differences from subject

Extra credit may be obtained for the following:

Drawing of the subject
Migration map
Classification outline
Use your imagination

ORIENTATION:

One of the greatest services that a library can perform, both for newcomers and for the library itself, is orientation. New people at the school--freshmen, transfer students, new staff members--will appreciate the information. Library staff, on the other hand, will benefit from these people knowing how to use the facility as well as having established a friendly rapport that will carry over into future relationships.

Freshmen Orientation: The simplest way may be to give a brief tour to each freshmen English class, providing students with maps and other information--a handbook, if available. A video tape of the facilities shown students before they tour will improve their learning. A lengthier orientation can use exercises provided by librarians to expose students to the varying facets of the facilties. An important aspect of planning freshmen orientation is articulation with feeder elementary and/or junior high schools, perhaps at a social function in the high school library.

Transfer Students: Information about the IMC and its services can be placed in the new student packet, including an invitation to come browse and meet the staff members.

Teachers: Those new to the school will benefit from learning about specific services such as class scheduling and instruction, reserve media, procedures of circulating materials to both students and teachers, IMC hours, faculty collection, production, and any rules unique to a school (for example, pass requirements).

Other Staff Members: Administrators and classified staff members new to the school may appreciate an invitation to the library and a cordial offer to serve them for both business and leisure purposes.

CONTINUING INSTRUCTION:

Librarians vary in the extent to which they teach library skills to classes. Some librarians instruct students in the use of the card catalog and Readers' Guide, while others prefer that classroom teachers provide this instruction before bringing students to the library. There should be, however, two guidelines in providing instruction in library skills: (1) librarians should provide instruction to classes in all areas that teachers lack knowledge; and (2) librarians should provide teachers with learning aids for teaching library skills.

1. Instruction: Many teachers lack sufficient knowledge about using specific reference tools and indices to teach these. Therefore, librarians should provide direction to all classes on the first day that they attend the library regarding the most appropriate sources and areas in which to find necessary materials for their assignments.

2. Learning Aids: These include both commercial products and those that librarians develop for the individual libraries. Examples of commercial aids are the pamphlets providing instruction in the use of the *Readers' Guide* and different computer software in the area of library skills.

Individual library aids may include specific directions in using materials unique to that library. For example, an "infinite bibliography" or "library information finder" for specific research assignments can save both students and librarians endless time, help teachers to better understand library use, and make students more independent in library use. Although the first few that are prepared may take a few hours, preparation becomes faster and faster. Also, because teachers do not tend to vary their research assignments, these can be used year after year. An article explaining these more fully and an example of a library information finder are on the following pages.

Other aids for the teacher are report forms, lists of topics, and bibliography format. The report forms and topic lists are in the English curriculum; sample bibliography format is included in this chapter.

BOOKTALKS:

Because of the requirements for outside reading and book reports in English classes as well as other areas, librarians need to be as knowledgeable as possible regarding the library collection. In that way, they can give brief discussions at the beginning of the students' search, whether for fiction or non-fiction books, making the assignment far more exciting to students.

LIBRARY ORIENTATION

To Teacher:

This section of the guide indicates the library skills that students should learn in their four years of high school and a suggested sequencing for the development of these skills. It also provides exercises, quizzes, and information which can be copied and given to students. These student materials are described below.

A. Using the Library Quiz: Students who can answer all the information correctly on this quiz should have little trouble functioning in the library. Answers will vary from one school to another. Therefore, teachers should obtain copies of library rules to determine answers. This quiz can be administered and discussed before students come to the library for orientation. It would be suitable to give this quiz to students on all four grade levels.

B. Library Orientation: Students may be given all three pages of this exercise to complete before coming to the library. Alternatives to this approach might be to give the students the information on the last two pages in the form of lecture notes and then ask them to complete the first page or to have the students learn the information on the last two pages and then give the first page as a quiz. Teachers following the alternative approaches may wish to change the directions at the top of the first page. The librarian should be asked to supply copies of maps without the different sections identified when students go to the library. These maps are necessary for the second part of the directions on the first page.

C. Research Orientation: Although this exercise is included with this unit before instruction on other parts of the library such as the card catalog, the skills required to complete these questions (use of card catalog, Readers' Guide, magazines, reference, and fiction) should first be taught. Therefore, this exercise may be a culminating activity after all other library instruction. So that all students do not cluster in one area at one time for this exercise, divide the class into five groups. Ask the first group to begin with Part I, the second with II, and so forth. Each section in this exercise can be completed independently of the other sections. This exercise is recommended for both freshmen and sophomores but could also be effective as a library review for juniors.

D. Magazine Survey Worksheet: This form is designed to acquaint students with the variety of magazines which the library offers them. Teachers might want to ask students to report orally to the class about their findings.

To Teacher:

LIBRARY ORIENTATION

Freshman year:

1. Map drawing of library including circulation desk, vertical files, card catalogs (subject and author/title), career center, magazines (both current and back issues), reference section, fiction area, librarians' desks, and each number of Dewey, Readers' Guide, encyclopedias.
2. Description of each area in Item 1.
3. Study of card catalogs and cards within
4. Biographies, where to find them, how they are organized, etc.
5. Magazine article summary to class
6. Investigation of fiction

Sophomore year:

1. Review of card catalog and Dewey Decimal Classification
2. Reference section studies
3. Magazine summary to class
4. Readers' Guide exercises
5. Card catalog review
6. Specialized sections such as Arizona collection
7. Career center exploration

Junior year:

1. U.S. history section in card catalog
2. Review of Dewey to find history in different sections
3. Specialized indexes such as those to American Heritage
4. Readers' Guide re-review
5. Reference review
6. Literature (American) section

Senior year:

1. Review of library facilities
2. Humanities: music, philosophy, paintings, world literature, history

USING THE LIBRARY QUIZ

Complete the following:

1. Opening time for library:

   Closing time for library:

2. Names of librarians:

   Names of library clerks:

   Names of other library people such as the career aide:

3. Length of time a book may be checked out without renewing it:

4. Fine or penalty for overdue books:

Answer the following:

1. Are the stacks open or closed?
2. What are stacks?
3. What are reserve books?
4. How can you copy a page out of a book?
5. What is the difference between a fiction and a nonfiction book?
6. How do you check out a book?
7. How do you check out a back issue of a magazine?
8. Explain what books and magazines are in the library that you may not take out of the library.
9. What is a reference book?
10. What name is used to arrange novels alphabetically on the shelf?

LIBRARY ORIENTATION

Listed below are different parts of the library. Each section is listed in your reading on the next few pages. Read those pages and then after each title below, explain the purpose of that part. Keep this page. When you go to the library, you will receive a map of the library without any sections marked. After you see the library, locate these sections and mark them on your map.

1. Circulation desk:

2. Card catalogs:

3. Current magazines:

4. Reference books:

5. Readers' Guide

6. Encyclopedias:

7. Fiction:

8. Back issues of magazines:

9. Information (vertical) files:

10. Career center:

11. Paperback novels:

12. Librarians' desks:

13. Stacks:

LIBRARY ORIENTATION

The school library is a place where you can find information for your assignments or books that you enjoy reading for your own pleasure. Maybe you want to stop by and read a magazine. The library has magazines about sports, fashion, and other entertainment as well as more serious ones. But to find what you want in a library, you have to know something about it. If you just wander around without knowing anything about your library, you may miss out on parts that you might enjoy or that might help you in some way. The following information tells you about what you can find in your library. Read this information before you go to the library and fill in the exercises that your teacher assigns. Then find a book and enjoy!

THE CIRCULATION DESK is the place where you check out books, back-issues of magazines, reserve books, and other materials that the libraries keep for you or that you want to take home with you. Some circulation desks look like long high counters; all have people behind them to help you. In some libraries you return your books to the circulation desk when you want to check them it. Ask the librarian or someone at the circulation desk where to return your books.

THE REFERENCE SECTION of the library has books that must be used in the library. Reference books are generally not checked out because most people use these materials to answer a qustion rather than to read the entire book. Reference materials include encyclopedias, both general ones and those on specific topics, as well as dictionaries, biographies, and books about sports, music, movies, television, government, etc. A reference section is like a tiny library with books from all parts of the Dewey decimal system. Sometimes you can find the Readers' Guide to Periodical Literature in the reference section.

The Readers' Guide to Periodical Literature helps you find magazine articles on any subject. The articles are listed alphabetically according to the subject and gives the name and date of the magazine as well as the page number of the article. You will learn more about the Readers' Guide in another lesson so be sure to find where these books are located in your library.

MAGAZINES can be found in two places in the library. Current magazines (those from the present or past month) are usually available on racks in the library for reading. They are usually in protective covers and cannot be checked out of the library. Back issues (those that were published before the present month) will either be bound (put into books), be unbound (as you usually find magazines), or in microfilm or microfiche (tiny pieces of film that are read with the help of a machine).

RESERVE BOOKS are those which must be left behind the circulation desk unless checked out for a class period. These books may be on a special subject (some libraries keep books on Arizona on "reserve" or they may be so popular that the library keeps them for frequent check-out. Ask the librarians which books are on reserve and where they are kept.

LIBRARY ORIENTATION - 2

CARD CATALOGS have drawers with cards which are alphabetically arranged. These cards list what books are in the library and where they can be found. Some libraries separate cards into different types of card catalogs. For example, all the subject cards may be in one card catalog and all the author/title cards in another. Libraries may also have special card catalogs for other parts of the library such as paperback fiction. Ask the librarians what kind of card catalogs your library has. You will learn more about the cards in the card catalog in another lesson.

STACKS are lines of shelves where books are kept. If you can go to these shelves and find the books for yourself, then the stacks are "open." If you have to ask for someone to get the books for you, the stacks are called "closed."

FICTION books are those that did not happen exactly the way the author describes the situations. Another term for long fiction books is NOVEL. The library usually organizes the fiction books alphabetically by the author's last name rather than using the numbering system that nonfiction (books that are true) books are arranged by. Because paperback books (those with covers that bend rather than staying straight) are less expensive than hardback books (those with rigid covers), many libraries buy many of the novels in paperback. Some libraries organize all the paperback novels separate from the hardback novels. Find out how your library organizes its fiction, both paperback and hardback.

ENCYCLOPEDIAS are general reference books that will give you information about a large number of subjects or they may be specialized books that give information on just one subject such as movies or science or sports. Many libraries allow students to check out older encyclopedia volumes for home use and keep the newer ones in the reference section. Find out if your library does this. Also, if your teacher tells you that you can use only one encyclopedia for your assignment, ask him/her if that means a general encyclopedia only. In that way you may be able to use several specific encyclopedias for an assignment.

INFORMATION or VERTICAL FILES are usually filing cabinets with folders. Inside the folders are clippings, pamphlets, and other papers that would get lost if they were put on a book shelf. Perhaps this file is sometimes called "vertical" because the folders are vertical, or up and down. Some libraries allow students free access to vertical files, and others ask students to check the materials out from the circulation desk. Libraries may even have more than one vertical file.

THE CAREER CENTER is a place in the library where materials about jobs and job training are kept. There may also be a person to help you with those materials. Ask your librarian if you have a career center in your library.

LIBRARIANS' DESKS are usually somewhere out in the open in the library. If you have a question about the library and need help, go to this desk for assistance. Although librarians may look busy, they never mind being interrupted if you need help finding something in the library.

OTHER LIBRARY FEATURES may include an audiovisual collection with filmstrips and other AV materials. Find out what your library has that has not been mentioned.

RESEARCH ORIENTATION

For this assignment you will be assigned to a group. Please keep to your group so that there will be enough materials for everyone to use. Your teacher will tell you in which order to do the following exercises in five parts of the library.

To complete this assignment, you need to select a specific subject. Write your subject on the following line:

____

I. Subject card catalog and stacks: In the subject card catalog find two books about your subject. Write down the following information about each:

Author (last name first)	Title (underlined)	Publisher	Date	Call No.

Find both books in the stacks (on the shelves). Now find two more books on the shelves next to those books that might also be about your subject. Write down the same information about those two books.

____

____

II. Readers' Guide: Look up your subject in any issue of the Readers' Guide. List five magazines that have information about your subject. Underline their names. Don't abbreviate.

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

5. ____________________

List two magazines with information on your subject that your library subscribes to. Underline their names. Don't abbreviate.

1. ____________________ 2. ____________________

List the bibliographic information on one article in a magazine the library owns. The information has this order: author's last name first, put quotations (" ") around the title of the article, underline the magazine's name (don't abbreviate), spell out the month, include day (if any) and year, and put pp. before page numbers.

____

____

RESEARCH ORIENTATION - 2

III. Magazines: Look through the list of magazines which the library subscribes to. Select one magazine (either current or back-issue) which has an article about your subject. Read the article, and, on a separate sheet of paper, summarize the article in five sentences.

IV. Reference: List the names of three general encyclopedias your library owns.

1. ______________________________
2. ______________________________
3. ______________________________

Find two reference books which give information about your subject. List the following about each book.

Title (underlined)	Call number	Page Number

In a book of quotations, find one quote about your subject. List the name of the book of quotations (underlined) and the page number.

____

V. Fiction: Find one novel you like. Check it out. Bring it to class tomorrow. List the following information about the book.

Author (last name first)	Title (underlined)

One last thing! Introduce yourself to a librarian and ask him/her to sign your assignment sheet below.

____
Librarian's signature

ACTIVITY 1-5
FLOW CHART OF THE LIBRARY RESEARCH PROCESS

This activity describes the steps in a library search, beginning with the assignment of the research and ending with the writing of the research paper. The flow chart is used to help students visualize the entire process.

Time: 15 minutes

Conducted by: the teacher or the library media specialist

Materials: handout of the flow chart

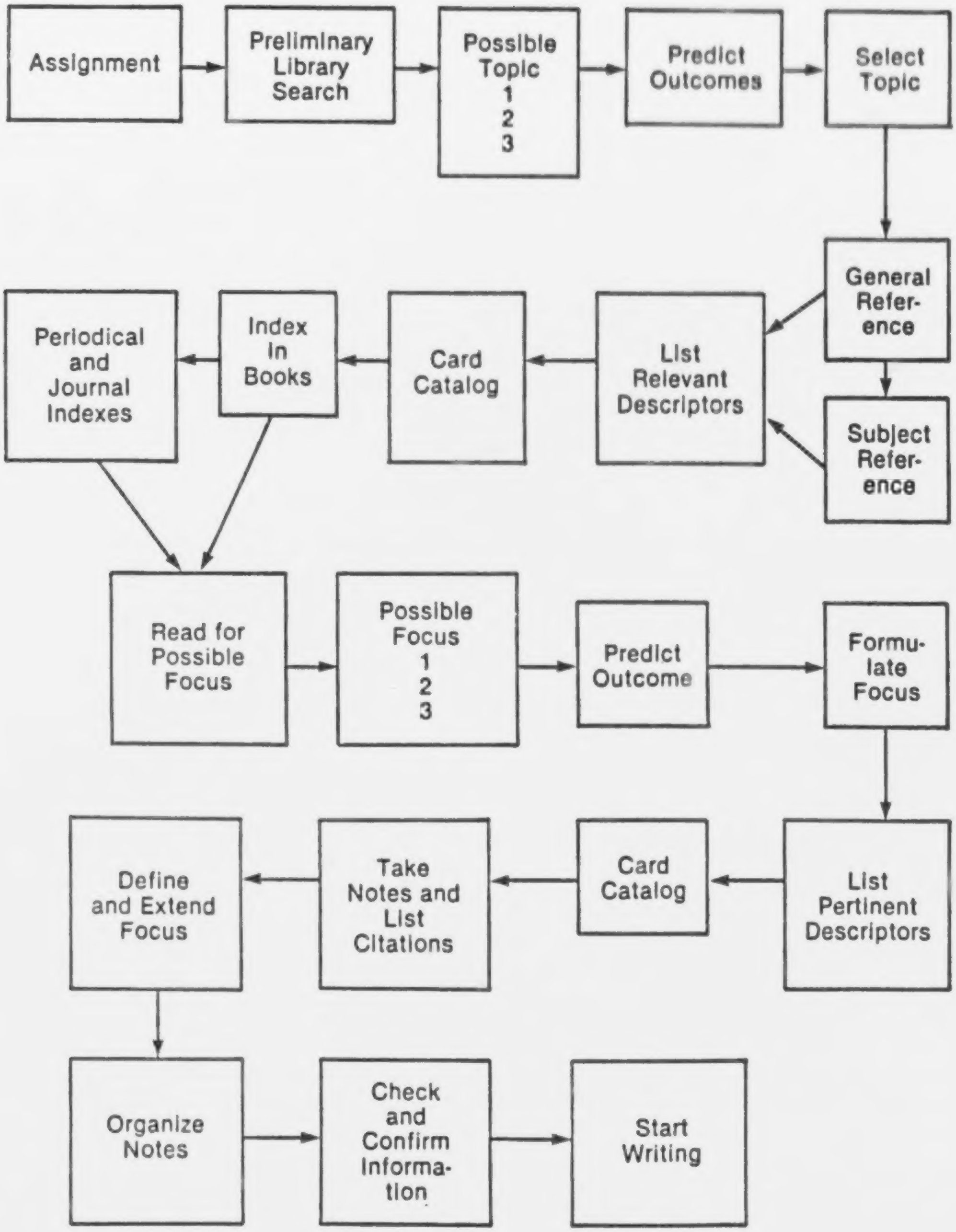
Activity Directions: Explain to the students that as they work through the tasks of the research process, there are sources in the library that will be particularly helpful to them, saying something like this: "The flow chart describes the tasks you will be involved with and suggests some sources that will be useful to you."

Distribute the flow chart (Figure 1-1) to each student. Read each step on the chart. Explain that you will be helping them to use the sources as they are working through the research process step by step.

Recommend that they keep the flow chart in their journals and refer to it as they are researching their topics.

Follow-up: Remind the students to refer to the flow chart at appropriate stages in the research process.

INITIATING A RESEARCH ASSIGNMENT


Assignment
Preliminary Library Search
Possible Topic 1 2 3
Predict Outcomes
Select Topic
General Reference
Subject Reference
List Relevant Descriptors
Card Catalog
Index in Books
Periodical and Journal Indexes
Read for Possible Focus
Possible Focus 1 2 3
Predict Outcome
Formulate Focus
List Pertinent Descriptors
Card Catalog
Take Notes and List Citations
Define and Extend Focus
Organize Notes
Check and Confirm Information
Start Writing

Carol Collier Kuhlthau, Teaching the Library Research Process

PHOENIX UNION HIGH SCHOOL DISTRICT
LIBRARY EXPERIENCES

	WRITING EMPHASIS/CONTEMPORARY		REGULAR		HONORS	
Level	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
9	• Orientation • Check out nonfiction book (need read only introduction)	• Check out novel • Research using atlas, almanac, encyclopedia (World Cities) or Career Search	• Orientation • Check out novel • Exercise for library systems	• Check out how-to-do-it book • Research using atlas, almanac, encyclopedia (World Cities) or Career Search	• Orientation • Check out novel • Exercise for library systems • Biography paper	• Check out how-to-do-it book • Career Research
10	• Exercise for library systems • Check out novel • Research on Arizona history/govt., health/biology/sports/hobbies/entertainment	• Check out how-to-do-it book	• Check out novel • Research on Arizona history/govt., health/biology	• Check out biography • Research on magazine	• Check out novel • Research on Arizona history/govt., health/biology	• Check out biography • Research on current events
11	• Check out historical novel	• Research using biographical sources about Americans • Check out biography	• Check out historical novel	• American literary/historical heritage research • Check out book	• College research • Check out novel	• American literary/historical heritage research • Check out book
12	• Career research • Check out book useful for life skills (health, finance, language, etc.)	• Check out novel	• Literary criticism research • Check out novel	• Examination of reference books for oral book report	• Literary criticism • Check out novel	• Investigation of book reviews in periodicals • Check out novel

Rev. Oct. 14, 1986
Martha D[illegible]lish Coordinator

APPENDIX I

AUTHOR
ALMANAC

BIRTHDAYS TO REMEMBER

JANUARY

2	1920	Isaac Asimov
	1921	Crosby Newell Bonsall
3	1926	Joan Walsh Anglund
	1898	Carolyn Haywood
	1892	J.R.R. Tolkien
4	1785	Jakob Grimm
6	1878	Carl Sandburg
7	1936	Kay Chorao
9	1914	Clyde Robert Bulla
10	1929	Remy Charlip
11	1931	Mary Rodgers
12	1876	Jack London
	1628	Charles Perrault
13	1926	Michael Bond
14	1886	Hugh Lofting
18	1882	A. A. Milne
19	1809	Edgar Allen Poe
22	1930	Blair Lent
	1930	Brian Wildsmith
25	1914	James Flora
26	1831	Mary Mapes Dodge
27	1832	Lewis Carroll (Charles L. Dodgson)
	1923	Jean Merrill
29	1915	Bill Peet
30	1924	Lloyd Alexander

FEBRUARY

2	1899	Rebecca Caudill
4	1925	Russell Hoban

5	1924	Patricia Lauber
7	1812	Charles Dickens
8	1838	Jules Verne
9	1908	Hilda Van Stockum
10	1930	E. L. Konigsburg
	1775	Charles Lamb
12	1938	Judy Blume
15	1928	Norman Bridwell
19	1903	Louis Slobodkin
24	1786	Wilhelm Karl Grimm
25	1914	Frank Bonham
27	1807	Henry Wadsworth Longfellow
	1935	Uri Shulevitz
28	1820	Sir John Tenniel

MARCH

2	1925	Richard Cuffari
	1904	Theodor Seuss Geisel
4	1906	Meindert De Jong
8	1859	Kenneth Grahame
11	1893	Wanda Gag
12	1936	Virginia Hamilton
13	1928	Ellen Raskin
14	1889	Marguerite de Angeli
16	1920	Sid Fleischman
17	1846	Kate Greenaway
18	1942	Ellen Conford
22	1846	Randolph Caldecott
23	1912	Eleanor Cameron
24	1920	Mary Stolz

	26	1874	Robert Frost
	31	1926	Beni Montresor
APRIL			
	2	1805	Hans Christian Andersen
	3	1783	Washington Irving
	7	1770	William Wordsworth
	9	1908	Joseph Krumgold
		1915	Leonard Wibberley
	10	1903	Clare Newberry
	12	1916	Beverly Cleary
		1907	Hardie Gramatky
	13	1902	Marguerite Henry
	14	1927	Robert Lopshire
	19	1911	Ursula Moray Williams
	20	1915	Ruth Adler
	22	1887	Kurt Wiese
	23	1546	William Shakespeare
	24	1911	Evaline Ness
	25	1872	Walter de la Mare
		1933	Larry Kettelkamp
	27	1913	Irving Adler
MAY			
	5	1910	Leo Lionni
	6	1942	Giulio Maestro
	7	1932	Nonny Hogrogian
	9	1860	Sir James Barrie
		1916	William Pene Du Bois
		1906	Eleanor Estes
		1914	Keith Robertson
	11	1927	Zilpha Keatley Snyder

12	1812	Edward Lear
	1921	Farley Mowat
18	1925	Lillian Hoban
	1907	Irene Hunt
21	1911	Virginia Haviland
22	1859	Sir Arthur Conan Doyle
	1933	Arnold Lobel
23	1902	Scott O'Dell
27	1907	Rachel Carson
30	1912	Millicent Selsam
31	1914	Jay Williams

JUNE

1	1889	James Daugherty
	1878	John Masefield
2	1929	Norton Juster
	1914	Paul Galdone
5	1915	Franklyn M. Branley
	1919	Richard Scarry
6	1927	Peter Spier
10	1925	Nat Hentoff
	1928	Maurice Sendak
24	1909	Betty Cavanna
	1916	John Ciardi
	1924	Leonard Everett Fisher
25	1937	Jane Sarnoff
26	1892	Pearl S. Buck
	1915	Charlotte Zolotow
27	1880	Helen Keller
30	1922	Mollie Hunter

JULY

3	1878	George M. Cohan
4	1804	Nathaniel Hawthorne

12	1817	Henry Thoreau
14	1904	Isaac Bashevis Singer
15	1779	Clement Clarke Moore
17	1904	Earle Stanley Gardner
21	1899	Ernest Hemingway
22	1898	Stephen Vincent Benet
	1849	Emma Lazarus
24	1802	Alexandre Dumas
26	1894	Aldous Huxley
	1856	George Bernard Shaw
29	1869	Booth Tarkington
30	1818	Emily Bronte

AUGUST

1	1815	Richard Henry Dana
	1779	Francis Scott Key
	1819	Herman Melville
2	1924	James Baldwin
3	1924	Leon Uris
4	1792	Percy Bysshe Shelley
5	1850	Guy de Maupassant
6	1899	Alfred Lord Tennyson
11	1921	Alex Palmer Haley
13	1820	Sir George Grove
19	1902	Ogden Nash
22	1920	Ray Bradbury
25	1836	Bret Harte
27	551 BC	Confucius
28	1749	Johann Wolfgang Goethe
30	1797	Mary Shelley

SEPTEMBER

3	1929	Aliki
4	1924	Joan Aiken
	1912	Syd Hoff
7	1904	C. B. Colby
9	1906	Aileen Fisher
	1903	Phyllis Whitney
11	1926	Alfred Slote
13	1916	Roald Dahl
	1920	Else Minarik
15	1914	Robert McCloskey
16	1898	H. A. Rey
19	1894	Rachel Field
	1867	Arthur Rackham
21	1866	H. G. Wells
24	1862	L. Leslie Brooke
	1924	Jane Curry
27	1924	Bernard Waber
28	1856	Kate Douglas Wiggin
30	1916	Alvin Tresselt

OCTOBER

3	1906	Natalie Savage Carlson
	1918	Molly Cone
4	1916	Julia Cunningham
	1892	Robert Lawson
	1904	Munro Leaf
	1924	Donald J. Sobol
5	1928	Louise Fitzhugh
7	1893	Alice Dalgliesh
10	1942	James Marshall
13	1902	Arna Bontemps
14	1893	Lois Lenski

	16	1900	Edward Ardizzone
		1758	Noah Webster
	20	1908	Wylly Folk St. John
	23	1897	Marjorie Flack
	24	1899	Phyllis Fenner
		1907	Bruno Munari
NOVEMBER			
	1	1872	Helen Fuller Orton
	2	1917	Dahlov Ipcar
		1928	Marjorie Weinman Sharmat
	13	1915	Nathaniel Benchley
		1850	Robert Louis Stevenson
	14	1907	Astrid Lindgren
		1907	William Steig
	15	1941	Manus Pinkwater
	16	1915	Jean Fritz
	18	1916	Miroslav Sasek
	21	1908	Leo Politi
	24	1806	C. Collodi
	26	1901	Doris Gates
		1922	Charles Schulz
	28	1931	Tomi Ungerer
	29	1832	Louisa May Alcott
		1918	Madeleine L'Engle
	30	1835	Mark Twain (Samuel Clemens)
		1931	Margot Zemach
DECEMBER			
	5	1910	Jim Kjelgaard
		1933	Harve Zemach (Harvey Fischtron)
	6	1905	Elizabeth Yates
	8	1881	Padraic Colum
		1894	James Thurber
		1897	Edwin Tunis

9	1918	Jerome Beatty, Jr.
10	1907	Rumer Godden
13	1916	Leonard Weisgard
16	1895	Marie Hall Ets
18	1927	Marilyn Sachs
26	1937	Jean Van Leeuwen
28	1895	Carol Ryrie Brink
	1919	Emily Neville
29	1925	E. W. Hildick
30	1865	Rudyard Kipling
	1933	Alvin Silverstein

APPENDIX II

GLOSSARY

Abridged: Reduced in length to appeal to certain users.

Abstract: Summary of article, book, or other writing.

Accession Number: A unique number assigned to a book, piece of software, or other library item to separate it from all other items.

Acquisition: The process of acquiring books, periodicals, and other items by purchase, exchange, and gift.

Added Entry: Any catalog cards or other indications in classification other than the main entry card (the author, if one exists).

Almanac: Book of information and important statistics on many different subjects compiled annually.

Analytics: Separate cards for card catalog for contents of item—plays, short stories, authors, etc.

Annotation: Description of contents.

Appendix: Supplemental information, often tables or lists, that appear at the end of the book.

Art Print: Printed reproduction of a work of art.

Atlas: Book of maps.

Audiovisual: Term used to describe nonprint materials or activities that require the use of sound and/or projection equipment.

Author Card: Catalog card with author's name on top line (sometimes called main entry card).

Author: Person who writes the words for a book.

Autobiography: Narrative of person's life written by that person.

Back Issue: An issue of a periodical preceding the current issue.

Back Order: Order held for future delivery.

Backlist: Publications no longer new but kept in stock because of continuous demand.

Banned Book: One which has been censored by an individual or group.

Bibliography: List of books and other materials with information about creator, publisher, copyright date, and possibly annotations.

Binding: Process of sewing a book in covers; term also used for rebinding.

Biography: Narrative of a person's life.

BIP: Acronym for BOOKS IN PRINT.

Bold Face: Dark heavy type.

Bound Periodical: Several magazines or journals together under one cover.

Call Numbers: Combination of classification number and alphabetizing identification—first three letters or author's or biographee's name or a Cutter number signifying the name; indicates location of book.

Card Catalog: Index of author, title, analytic, and subject cards filed alphabetically by top line.

Carrel: Small cubicle or study desk; wet carrel has electrical outlets and dry carrel has none.

Catalog Cards: Cards (3 x 5") filed in card catalog.

Cataloging in Publication (CIP): Bibliographic information, excluding physical description, printed on verso of title page.

Cataloging: Process of assigning call numbers, subject headings, and other material typed on catalog cards.

Censorship: Refusal, through the removal of a form of media, to allow individuals or groups to read, watch, or listen to it.

Charging: Process of circulating materials.

CIP: See Cataloging in Publication.

Circulation Card: Sometimes called book card, the stiff cardboard on which circulation information (name and number of borrower, date due) is written or typed.

Circulation: Lending library materials and equipment.

Classification Number: A number from a classification system (such as Dewey Decimal System or Library of Congress system) which determines the focus and subject of the materials.

Classification: Organizing materials through a system such as Dewey or Library of Congress (LC).

Collation: Information on catalog card giving pages, volumes, maps, illustrations, etc.

Collection: Materials provided by a library to users.

Collective Biography: Book describing lives of three or more people.

Contents: Chapters or topics of the book.

Copyright Date: The year that the Copyright Office legally issued rights to publish a work (usually printed on the reverse side of the title page).

Cross Reference: Words guiding user from a subject or personal name not in use to one which is or referring to additional subjects; typically used in card catalogs and indices such as READERS' GUIDE.

Cummulate: To build by adding new materials.

Database: Organized collection of computer records, standardized in format and content.

Date Due Card: Indication of date when material should be returned on card in pocket.

Dedication: A name and usually a message expressing thanks (and perhaps affection) from the author to the person stated in the front of the book.

Deselection: Evaluating and discarding items no longer useful to the collection; sometimes called weeding.

Dewey Decimal Classification: System dividing all knowledge into ten groups with subdivisions.

Dictionary: Book with alphabetical arrangement of words with their definitions, spelling, pronunciation, origin, etc.

Diorama: A three-dimensional scene.

Discharging: Process of recording the return of materials.

Encyclopedia: A work that contains information on all branches of knowledge or treats comprehensively a particular branch of knowledge, usually in articles arranged alphabetically by subject.

Fiction: An imagined prose narrative.

File Guide Card: A labeled card extending above the catalog card with words that help the user locate a place in a file drawer.

Filmloop: A film loaded into a cartridge as a continuous loop for repeated viewing.

Flash Cards: Cards with words, pictures, or numerals used to teach a concept.

Foreward: An "introduction" to the book's introduction in which a person, usually not the author, discusses information in the book.

Game: A set of boxed material used in learning or competition.

Glossary: A list of definitions of special terms

Guide Word: A word on the margin of the page that indicates the contents of the page.

Guide Word: Words at the top or bottom of the page to "guide" the user to finding, alphabetically, the subject or word needed.

Hold: Keeping materials for a person who has requested the items.

Holdings: A library's collection.

Illustrator: Person who draws pictures for the item.

IMC: Instructional Media Center where learning materials are located and used; sometimes called Media Center.

Imprint: Publisher's name and copyright date.

Indention: Blank spaces from left edge of a catalog card.

Index: Alphabetical listing of topics, places, names, etc., in a book giving page numbers in the book or other methods of finding information such as magazine articles and where they can be found.

Information File: Cabinet in which clippings, pamphlets, maps, pictures, etc., are stored; sometimes called Vertical File or Pamphlet File.

Interlibrary Loan: Transaction whereby one library lends an item from its collection to another library.

Introduction: A section in the front of the book that gives helpful information about using the book.

Inventory: Checking of each item in the collection.

Jobber: Vendor who sells materials (books and magazine subscriptions) published by other companies.

Journal: Magazine published by an institution or professional society and therefore, more scholarly than one on a newstand.

Kit: Two or more forms of correlated media to be used as a unit, as in a sound filmstrip (tapes or records with visuals on film).

Library of Congress Classification System: A system dividing all knowledge into 21 groups with subdivisions.

Magazine: Publication which comes out at periodical times (weekly, monthly, quarterly, etc.) that has the same title each time; sometimes called a periodical.

Main Entry: Master card made in cataloging, usually the author card if one exists.

Media Center: Place in which supplemental learning materials are located and used; sometimes called Instructional Media Center.

Media: Print and nonprint forms of communication.

Mending Tape: Book cloth used to repair books.

Microfiche: Microproduction of printed material on photographic film of images in grid pattern.

Microfilm: Microproduction of printed material on a roll of film and read on a viewer.

Microform: Microproduction of printed material on roll of film (microfilm) or cards (microfiche).

Model: Three-dimensional representation of an object.

Nonfiction: Also called information books because these contain facts and/or true information.

Open Stacks: Shelves where anyone entering the library is free to browse.

Overdues: Notification of materials not returned or renewed by due date.

Pamphlet: Unbound publication with fewer than 64 pages, usually placed in the information or vertical file.

Periodical: Publication which comes out at periodic times (such as weekly, monthly, quarterly, etc.) that has the same title each time; sometimes called a magazine.

Pocket: Stiff cardboard pocket which holds the circulation card or the date due card.

Preface: A section in front of the book that may describe the writing of the book or other information.

Pseudonym: A name that an author uses instead of the legal name.

Publisher: Person, firm, or company responsible for issuing print or nonprint materials.

Realia: Actual objects or specimens.

Record: Recording on a disk used on phonograph.

Reference Book: Book used primarily in the library that provides a great deal of information on diverse topics or subjects; books typically referred to rather than read and therefore, do not usually circulate.

Renew: To extend the loan period of an item.

Reserve: Materials kept from circulating or on only overnight basis because of type of material or its need by many people.

Selection: Process of determining which specific items will be added to the IMC collection.

Serial: Publication which comes out in parts including periodicals and books such as almanacs which come out annually.

Shelf List: Set of main entry cards with ordering information and accession numbers that are arranged in the same way that the corresponding books are shelved.

Shelf Reading: Placing books or other items in accurate order.

Spine Labels: Labels on the item's spine or outside that indicate the call number.

Spine: The "backbone" of the book.

Stacks: Shelves where books are located.

Subject Heading: Word or words used for the subject(s) of the item.

Table of Contents: List of book's divisions in the order in which they appear.

Tape: Recording on tape—cassette or reel-to-reel and audio or video/audio.

Terminal: Any part in a system where data can enter and/or leave, usually term used for keyboard of computer.

Text: The main body of the book.

Title Card: Catalog card with the title typed on the top line; usually used as main entry card if no author exists.

Title Page: A page in front of the book that provides author, title, illustrator (if any), publisher, place of publication, and perhaps copyright date.

Title: Name of the book or item.

Tracing: Information on bottom of main entry catalog card to indicate other cards—joint author, title, subject, analytics, etc.

Transparency: Image produced on transparent film to be used on overhead projector.

Transparent Tape: Clear adhesive tape used in mending.

Unabridged: Not taken from something larger; complete.

Vendor: Sales person or company.

Verification: Checking to make sure that cards or other items are in correct order.

Verso: Back or reverse side of page or object.

Vertical File: Cabinet in which clippings, pamphlets, maps, pictures, etc., are stored; sometimes called Information File.

Weeding: Evaluating and discarding items no longer of use in the collection; also called deselection.

Wet Carrel: Individual study area supplied with electrical outlet.

APPENDIX III

KEY
IN
TO
LIFE

RECOMMENDED MINIMUM
LIBRARY COMPETENCIES
SCOPE AND SEQUENCE
K - 12

FOREWORD

The recent pressure to establish competencies has evolved from a national desire for excellence in education. It is important that these competencies be measurable. Nowhere is education more vital than the developing of life-long library skills which allow individuals to make use of information in evaluating decisions and establishing problem-solving life patterns.

Recognizing this need for school librarians to participate in expanding the literate public, the School Library Media Division of the Arizona State Library Association surveyed Arizona librarians to determine if they perceived a need for state library competencies. An overwhelming yes vote led to the formation of a committee, comprised of school librarians representing various grade levels, experiences, and types of schools. This committee combined an analysis of library competency models from many areas of the United States with an assessment of student needs to produce this scope and sequence.

Reviewed and recommended by the executive board of SLMD, this document provides the basis for a library skills program while allowing flexibility for unique individual school needs. We hope that these competencies will help librarians provide students with the "key into life" through library skills.

Merrilyn S. Ridgeway

Merrilyn Ridgeway, President
School Library Media Division,
Arizona State Library Association
October 1985

MODEL COURSE OF STUDY

PROGRAM GOALS AND PROGRAM OBJECTIVES

Goal 1: Orientation

The students will become familiar with the unique properties of their specific central resources areas.

A. The students will recognize the roles of the information people.
B. The students will know the locations of information formats within the facilities.
C. The students will identify services available from the facilities.
D. The students will demonstrate appropriate behavior for various library activities.
E. The students will follow library media center directions.

Goal 2: Organizational Systems

The students will become familiar with the ways information is organized in the school and community.

A. The students will use appropriate organizational systems to locate resources.
B. The students will distinguish information sources in a variety of formats.

Goal 3: Selection

The students will develop effective techniques for selecting needed information.

A. The students will develop questioning strategies necessary for information searches.
B. The students will select material based on content, personal preference, and level of difficulty.

Goal 4: Effective Skills

The students will develop personal skills that increase their abilities to acquire and use information.

A. The students will reflect a positive attitude toward books, reading, and libraries.
B. The students will develop listening and attention skills.
C. The students will use critical reading, thinking, viewing, and listening skills to make effective judgments.

GOAL 1

Orientation

SCOPE AND SEQUENCE

The students will become familiar with the unique properties of their specific central resource areas.

Outcomes - Grade 3	Outcomes - Grade 6	Outcomes - Grade 8	Outcomes - Grade 12
Program Objective: A. The students will recognize the roles of the information people.			
Students will: 1. Name the school library media personnel. 2. Identify the roles of the school library media personnel.	Students will: 1. Name the school library media personnel. 2. Identify the roles of the school library media personnel.	Students will: 1. Name the school library media personnel. 2. Identify the roles of the school library media personnel.	Students will: 1. Name the school library media personnel. 2. Describe the roles of the school library media personnel.
Program Objective: B. The students will know the locations of information formats within the facilities.			
1. Identify the location of materials appropriate for their grade level; i.e., easy/picture books, fiction, and nonfiction. 2. Identify types of materials and equipment; i.e., hardback and paperback books, record players, tape players, and viewers.	1. Identify the location of materials in the media center; i.e., fiction, nonfiction, reference, biography, magazines, and vertical file. 2. Identify types of materials and equipment; i.e., bound/stored periodicals, nonprint, record players, tape players, and viewers.	1. Identify the location of materials in the media center; i.e., fiction, nonfiction, reference, biography, collective biography, short stories, magazines, and vertical file. 2. Identify types of materials and equipment; i.e., bound/stored periodicals, nonprint, record players, tape players, overhead and opaque projectors, filmstrip projectors and viewers.	1. Identify the physical arrangement of materials and services; i.e., reserve, reference, vertical file, biography, nonfiction magazines, and career materials. 2. Identify types of materials and equipment; i.e., bound/stored periodicals, microforms and their readers, indexes, specialized collections, and software.
Program Objective: C. The students will identify services available from the facilities.			
1. Identify the circulation desk as the place to check out and return materials. 2. Demonstrate an understanding of the services available from the school library media center. 3. Demonstrate an understanding of the services available from the public library.	1. Identify the purposes of various areas of the school library media center. 2. Demonstrate an understanding of the services available from the school library media center; i.e., AV, TV, and reserve services. 3. Demonstrate an initial understanding of services available outside the school; i.e., public libraries, and community service organizations.	1. Identify the purposes of various areas of the school library media center. 2. Demonstrate an understanding of the services from the school library media center; i.e., AV, TV, reserve services, and nonlibrary resources. 3. Demonstrate an understanding of services available outside the school; i.e., public libraries, high school libraries, and community service organizations.	1. Identify the purposes of various areas of the school library media center. 2. Demonstrate an understanding of the services available from the school library media center; AV, interlibrary loans, services unique to the school, career assistance, and nonlibrary resources. 3. Demonstrate an understanding of services available outside the school, i.e., academic, public, and special libraries; community service organizations; information networks; on-line sources.
Program Objective: D. The students will demonstrate appropriate behavior for various library activities.			
1. Demonstrate courtesy and consideration for the rights of others to use the facilities. 2. Demonstrate responsible use of library property and materials.	1. Demonstrate courtesy and consideration for the rights of others to use the facilities. 2. Demonstrate responsible use of library property and materials.	1. Demonstrate courtesy and consideration for the rights of others to use the facilities. 2. Demonstrate responsible use of library property and materials.	1. Demonstrate courtesy and consideration for the rights of others to use the facilities. 2. Demonstrate responsible use of library property and materials.
Program Objective: E. The students will follow library media center directions.			
1. Follow behavior policies and procedures established for the school. 2. Follow rules for use of library media.	1. Follow behavior policies and procedures established for the school. 2. Follow rules for use of library media.	1. Follow behavior policies and procedures established for the school. 2. Follow rules for use of library media.	1. Follow behavior policies and procedures established for the school. 2. Follow rules for use of library media center facilities and materials.

GOAL 2

Organizational Systems

SCOPE AND SEQUENCE

The students will become familiar with the ways information is organized in the school and community.

Outcomes - Grade 3	Outcomes - Grade 6	Outcomes - Grade 8	Outcomes - Grade 12
Program Objective: A. The students will use appropriate organizational systems to locate resources			
Students will:	Students will:	Students will:	Students will:
1 Locate an easy/picture book by using the system used in the center.	1. Demonstrate an understanding of the Dewey Decimal System.	1. Demonstrate an understanding that the call number in any system designates the location of the library materials.	1. Demonstrate an understanding of the Dewey and Library of Congress classification systems.
2 Locate a fiction book when they are given the title and author.	2. Locate fiction and nonfiction books using the card catalog.	2. Demonstrate a knowledge that many systems of library organization exist.	2. Use Sears/LC guides to find appropriate subject headings.
3. Locate a nonfiction book on the shelf by using broad subject categories.	3. Use key/guide words for searches.	3. Use key/guide words for searches.	3. Use key/guide words for searches.
4. Alphabetize a list of books, given the authors and titles.	4. Use see and see also cards while searching for information.	4. Use see and see also cards while searching for information.	4. Use see and see also and tracing cards while searching for information.
	5. Demonstrate the ability to use the index of an encyclopedia.	5. Demonstrate the ability to interpret the information in the Abridged Readers' Guide to Periodical Literature.	5. Interpret information found in basic periodical indexes; i.e., Readers' Guide, CIP, National Geographic Index, Arizona Highways Index.
	6. Differentiate between author, title, and subject cards in the card catalog.	6. Demonstrate a knowledge that there are other specialized indexes.	6. Demonstrate the ability of use special indexes, i.e., Newsbank, Biography Index, Short Story Index, Play Index, Grangers' Poetry Index, and specially prepared bibliographies.
	7. Demonstrate the ability to use the information found in the book's table of contents.		7. Interpret the information found in the library's periodical lists.
Program Objective: B. The students will distinguish information sources in a variety of formats			
1. Demonstrate a knowledge that the same material may be obtained in a variety of formats; i.e., hardback book, paperback book, filmstrip, or sound-filmstrip.	1. Distinguish catalog citations to media formats; i.e., books, filmstrips, sound-filmstrips, recordings, etc., depending on the holdings in the library.	1. Distinguish catalog citations to media formats; i.e., books, filmstrips, sound-filmstrips, recordings, etc., depending on the holdings in the library.	1. Distinguish catalog citations to media formats; i.e., books, periodicals, audiovisual materials, computer software, government documents, vertical files, etc., depending on the holdings in the library.
	2. Locate materials in the following categories: fiction, nonfiction, reference, biography, and nonprint areas.	2. Locate materials in the following categories: fiction, nonfiction, reference, biography, and nonprint areas.	2. Locate materials in the following categories; fiction, nonfiction, reference, biography, and autobiography.
			3. Identify between periodicals on microform and in printed form.
			4. Find appropriate information available from private and government organizations.
			5. Explain when on-line searches for information might be used and how might be obtained.

GOAL 3

Selection

SCOPE AND SEQUENCE

The students will develop effective techniques for selecting needed information.

Outcomes - Grade 3	Outcomes - Grade 6	Outcomes - Grade 8	Outcomes - Grade 12
Program Objective: A. The students will develop questioning strategies necessary for information searches.			
Students will:	Students will:	Students will:	Students will:
1. Begin to develop initial questioning strategies in requesting information from library media center personnel.	1. Develop further questioning strategies in requesting information from library media personnel.	1. Continue to refine questioning strategies when requesting information from library media center personnel.	1. Develop complete questioning strategies in requesting information from library media center personnel.
2. Begin to develop the ability to select information which is useful to them.	2. Select information which is useful to them.	2. Begin to develop a systematic approach to locating information.	2. Develop a systematic approach to locating information.
		3. Select information which is current and useful.	3. Select information which is authoritative, current, and useful.
Program Objective: B. The students will select material based on content, personal preference, and level of difficulty.			
1. Select materials which meet individual needs, interests, and experiences.	1. Research a topic when given appropriate subject headings.	1. Choose appropriate subject headings for researching an assigned topic.	1. Choose appropriate subject headings for researching a specific topic.
2. Informally judge whether material is appropriate for their reading levels.	2. Locate resources by searching under author, title, or subject in the card catalog.	2. Locate resources by searching under author, title, or subject in the card catalog.	2. Locate resources by searching under author, title, or subject in the appropriate catalog.
3. Select appropriate reference materials, i.e., primary dictionary.	3. Select appropriate reference materials, i.e., atlases, dictionaries, encyclopedias, National Geographic leaflets, and vertical file materials.	3. Select appropriate reference materials, i.e., specialized encyclopedias and dictionaries, biographical references, Abridged Readers' Guide, almanacs.	3. Use appropriate reference tools to aid in research projects in humanities, fine and practical arts, science, social studies, biographical references, and career search.
	4. Select materials appropriate for individual needs, interests, and experiences.	4. Select materials appropriate for individual needs, interests, and experiences.	4. Select materials appropriate for individual needs in life skills and leisure/recreation.
		5. Interpret bibliographic information found in the card catalog.	5. Interpret bibliographic information found in the catalog.
		6. Locate materials on current events.	6. Locate materials on current events.

GOAL 4

Affective Skills

SCOPE AND SEQUENCE

The students will develop personal skills that increase their abilities to acquire and use information.

Outcomes - Grade 3	Outcomes - Grade 6	Outcomes - Grade 8	Outcomes - Grade 12
Program Objective: A. The students will reflect a positive attitude towards books, reading, and libraries.			
Students will: 1. Voluntarily attend the library media center and use its resources. 2. Check out materials on display or otherwise promoted through the library media center. 3. Discuss library materials with library media center personnel and/or other students. 4. Request recommendations from library media center personnel.	Students will: 1. Voluntarily attend the library media center and use its resources. 2. Check out materials on display or otherwise promoted through the library media center. 3. Discuss library materials with library media center personnel and/or other students. 4. Request recommendations from library media center personnel.	Students will: 1. Voluntarily attend the library media center and use its resources. 2. Check out materials on display or otherwise promoted through the library media center. 3. Discuss library materials with library media center personnel and/or other students. 4. Request recommendations from library media center personnel.	Students will: 1. Voluntarily attend the library media center and use its resources. 2. Check out materials on display or otherwise promoted through the library media center. 3. Discuss library materials with library media center personnel and/or other students. 4. Request recommendations from library media center personnel.
Program Objective: B. The students will develop listening and attention skills.			
1. Respond appropriately during presentations in library media center. 2. Listen to stories continued from week to week.	1. Respond appropriately during presentations in library media center.	1. Respond appropriately during presentations in library media center.	1. Respond appropriately during presentations in library media center.
am Objective: C. The students will use critical reading, thinking, viewing, and listening skills to make effective judgments.			
1. Distinguish between the real and unreal while reading and/or listening to stories. 2. Relate stories orally to personal experiences.	1. Describe and react orally to characters and situations in fiction.	1. Reflectively questions materials presented and/or read. 2. Compare works on a specific topic.	1. Reflectively questions materials presented and/or read. 2. Compare works on a specific topic. 3. Distinguish between relevant and irrelevant materials. 4. Evaluate information for accuracy and appropriateness. 5. Identify unsubstantiated statements. 6. Select information which presents alternative points of view.

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